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ABSTRACT

This collection of lesson plans is designed to help students with disabilities meet Arizona academic standards and learn different types of self-determination skills. Lesson plans are provided for students in grades K-12 with different disabilities and address: (1) oral language, including identifying homonyms; (2) reading acquisition, including teaching reading using the Fernald (VAKT) Method, making words, and fluency; (3) reading comprehension; (4) study skills, including improving test taking skills, managing daily activities, and organizing notebooks; (5) social skills, including social behavior skill development, peer relationships, and giving and receiving compliments; (6) math computation; (7) math problem solving, including balancing checkbooks; (8) written expression, including self-expression, proofreading, and writing conventions; and (9) technology, including using the Internet and team teaching with computers. For each lesson, a targeted academic standard is provided, along with performance objectives, targeted grade level, targeted student population, list of materials, and teaching procedures. (CR)

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ED 443 260

Lesson Plans to Teach Self-Determination Across the Curriculum Developed by Spring 2000 Special Education Teacher Education Interns

Edited by

Dr. Ann Nevin, Professor

Arizona State University West
College of Education
Special Education Programs

June 15, 2000

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Arizona State University West
College of Education
Special Education Programs

SEMESTER 2: Undergraduate Special Education Teacher Education Program

SPE 324: Methods in Cross Categorical Special Education*
[Spring 2000 Line #46617 1:40-4:30 PM W Tolleson High School]
DR. ANN NEVIN, PROFESSOR

Mini Lesson Plan Demonstration

This is one of 5 classes that have been collaboratively developed by Dr. Ida Malian and Dr. Ann Nevin for the first year implementation of the newly revised Special Education Teacher Education Undergraduate Program. Students must enroll concurrently in all 5 classes AND SPE 396: Field Experiences (a 75+ hour internship with a certified special educator in the TollesonElementary or Tolleson Union High School District).

Can Self Determination Be Included
Across the Curriculum and Life Span in Schools?

SPE 324 Spring 2000 Week #13 4/19/00

[Note: Throughout the semester, the 29 participants in Block II Special Education at Arizona State University West have been writing lesson plans across the curriculum to help students with special needs meet Arizona Standards AND learn self-determination skills at the same time. The participants in the panel discussions referred to the lessons they've been actually teaching within their Tolleson Elementary and/or High School internship classrooms.]

Panel Presentations

K-3	4-6	7-8	9-12	Grade 12→age 22
Deanna Campbell Melissa Rose Kim Brown	Lynne Hoover Raven Liebermann	Carol Booth Shelby Huston	Sophie Kumpf Dot Parras Bonnie Juarez	Cindy Kertson Leigh-Ann Nemger Laullen Olesen
Scribe *Holly Harper*	*Scribe* *Jim Nelson*	*Scribe* *Deanna Campbell*	*Scribe* *Julie Hodgson*	*Scribe* *Deanna Rivette*

Self Determination Elements

[from Weymeyer, M., Sands, D., Doll, B., & Palmer, S. (1997). The development of self-determination and implications for educational interventions for students with disabilities. International Journal of Disability, Development and Education, 44(4), 305-328.]

Choice making skills	Decision making skills	Goal setting & attainment skills
Self-awareness skills	Self-knowledge skills	Self-instructional skills
Internal locus of control	Problem solving skills	Positive attributions of efficacy
Self-Advocacy/leadership		
Self-observation/evaluation/reinforcement		

Advice for Developing Self Determination Elements for children with special needs K-3

- **They like choices!!!**
- **They like to feel in control of *which* worksheet to do *when*.**
- **They can choose *which type of manipulative* (e.g., beads, blocks, number-lines).**
- **They can develop self-knowledge of what works for them.**
- **They can develop life skills such as cooking skills.**
- **They can learn consequences of what happens when you "do make your day"—they earn the privilege of cooking class and then eating what they cook.**
- **They learn that 'choice time' is a time to make decisions (*choosing a mode of action such as reading, completing worksheets*).**
- **They learn life skills AND knowledge of food groups when they 'play restaurant' with food groups.**
- **YES—Self determination fits into ALL the academic areas (Arizona State Standards).**

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Advice for Developing Self-Determination Elements for children with special needs in Grades 4-6

- **Problem solving**
- **Arizona State Standards fit in 'very well' by individualizing and accommodating.**
- **Peer tutoring can be a form of self-advocacy**
- **Leadership skills via**
  - **Peer grouping**
  - **Variety of groupings (partners, trios, etc.)**
  - **Self-evaluation**

Advice for Developing Self-Determination Elements for children with special needs in Grades 7-8

- **Arizona Standards "fit very well"**
  - **Learn basic skills**
  - **Fractions and decimals**
  - **Language arts and research papers**
  - **Science ('our' students won the most number of prizes in the science fair!)**
- **Self-awareness, choices, goal setting and attainment, self-advocacy, and internal locus of control are all important for transition to high school**
  - **Students are learning to take charge of their own learning**
  - **Students are being coached and encouraged to lead their IEPs**

Advice for Developing Self-Determination Elements for children with special needs in Grades 9-12

- **Decision, choice, problem solving, locus of control—ALL of them are easy to teach in grades 9-12**
- **How you ask?**
  - **Applications for jobs**
  - **Learning what 'personal information means'**
  - **Learning how to interview**
  - **Learning about taxes and checking accounts**
  - **Meeting the Arizona Workplace Standards**
- **Special context for Social Studies and Civil Rights**
  - **Learning their Miranda Rights**
  - **Role playing what their rights (and responsibilities) are**
  - **Writing what they 'witnessed' or 'know they did' (right or wrong)**
- **Focus on life skills throughout the curriculum**

Advice for Developing Self-Determination Elements for children with special needs Grade 12-→Age 22

- **Social Skills of Self-instruction, self-advocacy, goal setting**
- **Choosing partners during class projects**
- **Internal locus of control developed by encouraging leadership roles**
- **Relevant repetition (e.g., Stranger Danger)**

Conclusion: Yes, it is possible to teach self-determination throughout the curriculum by scaffolding the elements into the Arizona Standards and Workplace Standards in age appropriate, relevant, lesson plans and activities.

Emily Burtis
2-9-00
SPE-324
Mini Lesson

Oral Language
"Many Meanings"
"Strategies for Teaching Students with Learning and Behavior Problems" 4th Edition
Candace S. Bos & Sharon Vaughn (Pg.106)
Published By: Allyn and Bacon
1998

Group 1:
Academic Standard:
LS-FS4 Use effective language structure and form.

Performance Objective:
PO 5 Use Simple sentences

Objective:
To give students practice using homonyms and multiple meaning words.

Grade:
High School (grades 9-12)

Modified for:
Students with emotional disabilities, high school level, with learning characteristics that include low tolerance for ambiguity, and very little ability to deal with possibly frustrating academic tasks.

Materials:
1.) Flashcards, 2.) Bells, 3.) Achievement certificates

Teaching Procedures:

The students in this group will each have a bell that they can ring when they can answer the question. The object of the activity is to get the students to understand and use homonyms in sentences or give their definition. The teacher will hold up a flashcard that contains a set of homonyms, the student who feels they can answer it rings their bell. The first student to ring their bell gets the first opportunity to answer the question. If they get it right they earn a point, once they earn ten points they will get a certificate. If the student get the answer wrong the other students can help them, but they do not get to earn a point for the question. The certificate the students earn can either be hung up in the class or taken home to share with their parents to show their achievement. This will help the student's self-esteem and self-worth. Once the student shows their mastery of this game they can go into the other group to try to stump the teacher.

This lesson will help the students with their decision-making skills, which is one of the criteria for self-determination. The students will be presented with two words that

sound the same but mean different things. They will have to look at the word and decide what the correct meanings of the words and use them in a complete sentence.

Assessment Procedure:

The students will receive points when they correctly use the words in a sentence without the help of their peers. This will show me they are understanding and can differentiate the meaning of the words.

Oral Language
"Many Meanings"
"Strategies for Teaching Students with Learning and Behavior Problems" 4th Edition
Candace S. Bos & Sharon Vaughn (Pg.106)
Published By: Allyn and Bacon
1998

Group 2:
Academic Standard:
W-E8.Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks

Performance Objective:
PO 1. Implement a research strategy that includes

- Selecting best source for specific research purpose
- Taking notes that summarize and paraphrase
- Information relevant to the topic
- Incorporating notes into a finished product

Objective:
To give students practice using homonyms and multiple meaning words

Grades:
High School (9-12)

Adapted for:
Students with emotional disabilities, high school level, with learning characteristics that include tolerance for ambiguity, and the ability to deal with possibly frustrating tasks.

Materials:
Dictionaries, Thesaurus, Other resources, & Certificates

Teaching Procedures:

This group will not receive any words from the teacher; instead the students will provide them for the teacher, after the teacher shows them a model of what he/she wants. The purpose of this activity will be to allow the students the freedom to discover their own homonyms. They will be free to use any sources they can in order to find two words that sound the same but have different meanings. This includes the use of dictionaries, thesaurus, and working collaboratively with their peers to come up with the words. The students will obtain the assignment objectives on the Monday of the week, and the activity will be played on the following Friday. This will give the students in this group a week to find their homonyms.

The day of the activity the class will split up into their groups, which will be determined by the teacher on Monday. The teacher will have a deck of cards and each student will pick one, the student with the highest card goes first. That student picks one of their homonyms and presents it orally to the teacher. If the student stumps the teacher

he/she gets a point, and gets to present another one. If the teacher can correctly define the words presented the student does not get a point. That student can pick another student, who hasn't had a turn, to try to stump the teacher. The chosen student has the option to pass but they will have to participate at a later time. This process goes on until all of the student's homonyms are used.

When a student stumps the teacher five times they will receive a certificate that can be hung up in the classroom, or taken home to show their achievement. (The number of times the student stumps the teacher can change depending on how well this activity goes the fist day.) This activity will help to boost the student's self-esteem, and self-worth, something that seems to be a problem with the students in the ED classroom. Doing this activity will help the students with their goal setting and attainment skills which is part of the criteria for self-determination. The students in this group will have to come up with their homonyms with the goal to stump the teacher. When they successfully stump the teacher they have attained their goal.

Assessment Procedure:

The student must critically think about how they are going to attain their goal of stumping the teacher. They will receive points when they successfully stump the teacher. The students will also be asked to self evaluate themselves and their effective use of dictionaries, thesaurus…etc. The teacher will observe the students so when the students turn in their self-evaluation report they can discuss what the teacher put and what the students put. If there is a discrepancy between the teacher's report and the student's report they can discuss it and the student will have a chance to explain what they think they did.

Lesson Designed by April Shastid ASUW, SPE 324, Spring 2000

Oral Language
Identifying Homonyms

Arizona Standard 1: Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.
FUNCTIONAL (AGES 3-21) Within the functional context of home, school, work, and community environments, and using a variety of modalities which include assistive technology, tangible and, or picture symbols, sign language, tactile finger spelling, Braille, written word visual or tactual means, students know and are able to do the following

R-EL Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print
PO 3. Confirm meaning of words using context clues

Relation to life skills: Gives the learner a chance to decode words used in everyday conversations.
Components of Self-Determination: The student has the chance to practice the self-control needed to follow the rules of the game
Type of Disability: Students with Mild to Moderate Mental Retardation
Grade/Age Level: High School/Age 16-22
Rationale for Cross-Categorical Teaching Actions in terms of the special needs of the learner: Decoding words can be a problem that some students with disabilities have. This lesson is designed to help reinforce the students' ability to decode the meaning of homonyms.

Short term Objective: Given a picture that represents a homonym word the students in their groups will be able to hold up the matching homonym picture, as well as verbally explain what homonym words that the two pictures represent. The students in the different groups will match and explain 10 out of 12 pictures that are presented to them during the game. The teacher will keep track of the groups that achieve the objective through observation.

Materials Needed: The materials needed are an overhead projector, transparency of homonym vocabulary words, reference sheets, and copies of pictures that represent the vocabulary words.

Time Needed: 15-25 minutes

Teacher Action: The teacher will review the vocabulary words, and explain the rules of the game to the students. The teacher will answer any questions the students might have. The teacher will hold up the pictures for the game and ask the questions that go along with the pictures. The teacher will call on the first group that has all of the right pictures held up, and will give ample wait time (**SDAIE Technique**) for the students in the group to answer the question the teacher asks.

Learner Action: The students will listen and answer any questions asked while the teacher is reviewing the homonym vocabulary words, and then the students will listen to the rules of the game, and ask any questions they might have about the game or the review. While playing the game the students will match the words to the pictures the teacher holds up.

Strategy: The students will sit in small groups. The teacher will hold up a picture that represents one of the homonym vocabulary words. The students will use the pictures in front of them and the reference sheet to help them choose the picture that is the homonym of the picture that the teacher is holding up. For example if the teacher is holding up a picture of the sun. The students will hold up the picture of the boy that represents a person's son. When everyone in a particular group has the correct picture held up, the teacher will call on that group to explain why the two pictures go together and what the meaning of the two words that are represented by the pictures are.

Assessment of Achievement of the Lesson Objective: The teacher will use a frequency count to track the number of correct responses per group which essentially means per student because the teacher calls on the group where all members have correctly identified the word pair.

Failsafe Method of Instruction

Homonyms for Elementary Students with Learning Disabilities

Objective: The student will be able to practice using homonyms and their definitions.

Focus Question: What is a homonym?
How can we use the correct homonym in a sentence?

Procedures: (30 minutes the first time, 15 each day after)

(5) Explanation:

We are going to practice using homonyms each day for approximately 15 minutes with this game. This will help us use the correct word with oral and written expression.

(5) Demonstration:

To play the game*:

- I will ask the class to give me an example of a homonym, which is two words that are pronounced the same but have two different meanings. The first one to raise their hand will be called on.
- Once I call on you for a homonym, you will then have to use one or more of the homonyms in a sentence or give me a definition. Once you have done so, I will ask you to come and write the word on the board (newsprint).
- If you do not use both words in a sentence or a definition, then someone else in the class can. Once there has been the correct use or definition given, the class will move up one space on the gameboard.
- If the class is able to get the game piece to the end of the board by Friday, then everyone will have ten extra minutes of free play.

(15) Application:

Working as a class, the students will think of homonyms and use them in a sentence or give a definition. The students may help each other.

(5) Evaluation:

Frequency count of the number of correctly used terms from the word wall for each session. A class discussion will occur with the following questions:

* Adapted from the "Many Meanings" game activity distributed from p. 106 in Bos, C. & Vaughn, S, (1998). Strategies for teaching students with Learning and Behavior Problems, 4th ed., Allyn & Baron.

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- What did we learn from this experience?
- How difficult was it to conceive of homonyms?
- Is there anything that can be improved for tomorrow's game?

Materials:

White board
Marker
Game board and game pieces

Arizona Standards that are met:

LS-FS4. Use effective basic language structure and form.
PO 4. Communicate using 2-5 words together.
PO 5. Use simple sentences.
LS-FS5. Share ideas, information, opinions (preferences/interests), and questions.
PO 2. Initiate intentional communicative behavior to gain attention; protest; make choices; indicate wants; start, continue, restart or end activity; (e.g., touches adult to indicate "more"; places adult hand on desired object, pushes object away, crying).
PO 7. Make comments appropriate to the activity (e.g., "look at my picture.")
LS-FS7. Participate in group discussions, activities, or peer/adult interactions.
PO 2. Converse for 2-3 turns (e.g., using rules of conversing related to initiating conversation, wait time, turn taking, and maintaining topic of conversation).

SDAIE Techniques included:

Use of contextual references (visuals, realia).
Exposes students to higher levels of comprehensible language (I+1).
Matches language with experience.
Accepts appropriate student responses.
Provides opportunities for students to use English with varied audiences and for a variety of purposes.
Elicits student questions and encourages them to support their answers.

Relationship of Self Determination or Life Skills:

This lesson plan will help the students with decision-making skills. This will contribute to more choices with verbalization skills. This choice will increase the self-esteem of the student. Problem solving skills will also be developed.

Topic- Teaching Reading Acquisition using the Fernald (VAKT) Method *

AZ Standard R-FS5- Students will be able to decode simple words.

Performance Objective- Students will be able to read a predetermined number of words as specified by the IEP team.

Relation to Self Determination- An increased vocabulary will enable the students to possess a higher level of choice-making skills that could provide more ways in which to verbally express their preferences and choices to others. This could also aid in the increase of self- advocacy and self-esteem.

Type of Disability- Learning Disabilities

Grade Level-High School (vocabulary words can be modified for all grade levels)

Teacher Actions- The teacher will facilitate the learning of new vocabulary words by presenting material visually, auditorily, kinesthetically, and tactorily.

Expected Learner Actions- The students will sound out, orally read, and manually write the new vocabulary word. They will participate in, active listening, finger tracing, emotion recognition, speaking, group participation, reciting, writing the word, and use the word in a sentence.

Assessment- Assessment will be conducted when the student writes the new word from memory correctly in a sentence.

* Lesson developed and implemented by Julie Hodgson on 2/18/00 for SPE 342: Methods in Cross Categorical Special Education, ASUW.

Leigh-Ann Nemger
SPE 324 Wed 1:40pm
Instructor: Nevin

Making Words

(Cunningham and Hall, 1994a and 1994b)

Bos, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavioral problems, 4th ed. Boston: Allyn & Bacon.

Arizona Standard: R-F1. Use phonetic skills to decode words.
PO1. Decode words in context using beginning, middle, and final letter/sound relationships.

Foundations (Grades 1-3) Lesson plan for students with mental retardation functioning at the foundations level. This lesson will focus on Self determination skills. The students will have a choice of words to make from the given letters, decision making skills are needed to sort words, and problem solving to follow the directions.

Objective: TSW manipulate letters to create approximately fifteen words starting with two-letter words and progressing to five-letter words, and then sort the words by spelling patterns, in fifteen minutes, as measured by teacher observation.

Teacher Actions: The teacher will model the steps to help students become familiar with them, use modified language, check for understanding and test prior knowledge when asking students to identify the letters.

Procedures: 1) Identify letters in bag. 2) Create words with indicated number of letters, using the letters in the bag. 3) Sort the words by spelling patterns.

Learner Actions: TSW identify letters, create words, demonstrate word creation, and sort words with teacher direction.

Assessment: Measured by teacher observation. During the set time the students will have been able to identify all the letters, create words, and group them by similarities. The teacher will collect data regarding the number of words and the number of letters in them, created by the student in the set time. Monitor #3 from Lovitt's (1991) Appendix A (19 Ways to Monitor).

Materials: bags and letters (of chosen word) for each student. A set of letters for the teacher, a board to display them, chalk board/whiteboard, and chalk/markers.

SPE 324 | MINI-LESSON | Jim Nelson

Dr. Nevin | FLUENCY | February 23, 2000

Methods in Cross-Categorical Special Education | Block II

PREPARING FOR JOB INTERVIEWS

Increasing Fluency of Senior High School Students with Learning Disabilities

1WP-P1

Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)

(1WP-P1)PO 1. Respond effectively to interview questions

(1WP-P1)PO 2. Employ suitable interview language

(1WP-P1)PO 3. Describe appropriate dress/dress appropriately

(1WP-P1)PO 4. Exhibit appropriate body language

SET-UP THE SCENARIO:

- ★ For the last week we have been discussing looking and applying for jobs.
- ★ We have discussed several ways of locating jobs.
- ★ We have discussed how to fill out a job application.
- ★ We have discussed how to write a resume.
- ★ We have discussed how to write a cover letter.

Today we are going to discuss the interview process.

Now break into groups of six.

In your group, brainstorm for two minutes, and come up with what you think is important in a job interview.

On the overhead I will write down responses from each group.

- ★ You need to be on time.
- ★ On time means early.
- ★ You are expected to dress appropriately.
- ★ You are expected to act appropriately.
- ★ You are expected to demonstrate good posture.
- ★ You are expected to be prepared.

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TEACHER'S EXAMPLES OF ANSWERS TO Q's

How many of you have thought about some of the questions you might be asked in an interview?
Raise your hand.

That is good, and I would suspect that most high school students have not.

Now break into pairs in your group.

Pass out sample interview questions. These are examples of some questions you might be asked.

Look at the last question, that is usually the make or break question.
The interview is your chance to sell yourself.
Are you going to be nervous, yes you're going to be nervous. The interviewer will ~~test~~ get an idea of how well you perform under pressure
I've heard of interviews where that is the only question asked.

I've asked that question in an interview, and have heard responses like "I don't know."
I about fell out of my chair the first time I heard it.

That is not an acceptable answer.
If you don't know, who will?

Pair up with the person across from you and alternate asking each other these questions.

You should each ask and answer two questions.

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Take the other list home and think about how you might answer those questions.
You are going to have to answer these questions clearly, and use appropriate language. Do not answer these questions like you are leaning up against the wall talking to your buddies.
I will be setting up interviews for each one of you, and you will be asked these questions, and you will not be allowed to use notes.
We will practice this because it is a very important skill.

You can bring examples of your work, performance evaluations, or letters of reference.
Your interviews can set you apart ~~or bring you~~ from the rest.
Your resumé can set you apart, and your interview can knock you back.
After the pairs finish, ask how these questions made them feel.
Do you feel like we need to practice this?
should we conduct a mock interview, practice, then interview again?
I'm thinking that a video camera may be useful in this. I haven't decided yet
I have not figured out where the time will come from to go over each one

SPE 324 | MINI-LESSON | Jim Nelson

Dr. Nevin | FLUENCY | February 23, 2000

Methods in Cross-Categorical Special Education | Block II

PARTNER EXCHANGE: Write and Then Say with a Partner

★ Tell me something about you that you would like to improve

★ If I were to run into a friend of yours, how would that friend describe you?

★ Where do you see yourself, or where would you like to be five years from now?

★ Why should we hire you?

- ★ Tell me about you.
- ★ Tell me something about you that you would like to improve.
- ★ Tell me something you do well, or something you are proud of.
- ★ Any questions we can answer for you?
- ★ Do you plan to further your education?
- ★ What kind of experience can you bring to this position?
- ★ How are your communication skills, and how much value do you place on communication?
- ★ What do you look for in an employer?
- ★ If I were to run into a friend of yours, how would that friend describe you?
- ★ Where do you see yourself, or where would you like to be five years from now?
- ★ Why should we hire you?

SPE 324 Dr. Nevin Methods in Cross-Categorical Special Education

ADVANCED ORGANIZER

Jim Nelson
March 1, 2000
Block II

Owen, Marna, 1994. Careers, Chapter 19 (Searching for Jobs), pp. 246-257

SEARCHING FOR JOBS

I Chapter Learning objectives

A. Describe four ways to make a job search more effective.

B. Tell how to find job prospects by networking.

C. Tell how to find job prospects through published resources.

D. Tell how to find job prospects through employment offices.

II Words to Know

A. Abbreviation

B. Acquaintance

C. Directory

D. Network

E. Prospect

F. Rejection

G. Temporary

H. Trade Magazine

SPE 324 # ADVANCED ORGANIZER Jim Nelson
Dr. Nevin March 1, 2000
Methods in Cross-Categorical Special Education Block II

Owen, Marna, 1994. Careers, Chapter 19 (Searching for Jobs), pp. 246-257

III The Job Search

A. Always review your career research and career plan before searching for a job.

B. Be realistic about how long it takes to find a job.

C. The more methods you use, the more likely you are to be successful.

D. Get support from your family and friends during the job search.

IV How to Network

A. Build a system of friends.

1. Make a list of people you want to inform.

2. Add family members to your list.

3. Add friends and acquaintances to your list.

B. Contact the people on your list.

C. Let people know how to reach you.

SPE 324 # ADVANCED ORGANIZER Jim Nelson

Dr. Nevin March 1, 2000

Methods in Cross-Categorical Special Education Block II

Owen, Marna, 1994. Careers, Chapter 19 (Searching for Jobs), pp. 246-257

V Using Published Resources

A. The library.

1. Directories.

B. Printed resources.

1. Newspaper want ads.

2. Trade magazine want ads.

3. A lot of competition.

C. Bulletin boards.

VI Using Employment Offices

A. Listings of job openings.

1. Colleges, trade schools, and some high schools.

2. United States Employment Service (USES).

B. Private employment agencies.

1. Use caution.

2. Ask questions.

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Block II

Owen, Marna, 1994. Careers, Chapter 19 (Searching for Jobs), pp. 246-257

CONCEPT DIAGRAM

Concept: Networking

Definition: A system of connections that transmits information.

ALWAYS	SOMETIMES	NEVER
make a list	neighbors	be unavailable
family	teachers	impatience
friends	distribute your number	
polite		

EXAMPLE:

Talk with people you know.

Tell your friends you are looking for a job.

Ask people you know if they know of any jobs.

NONEXAMPLE:

Keeping to yourself.

Not being available.

Not letting anyone know where you are.

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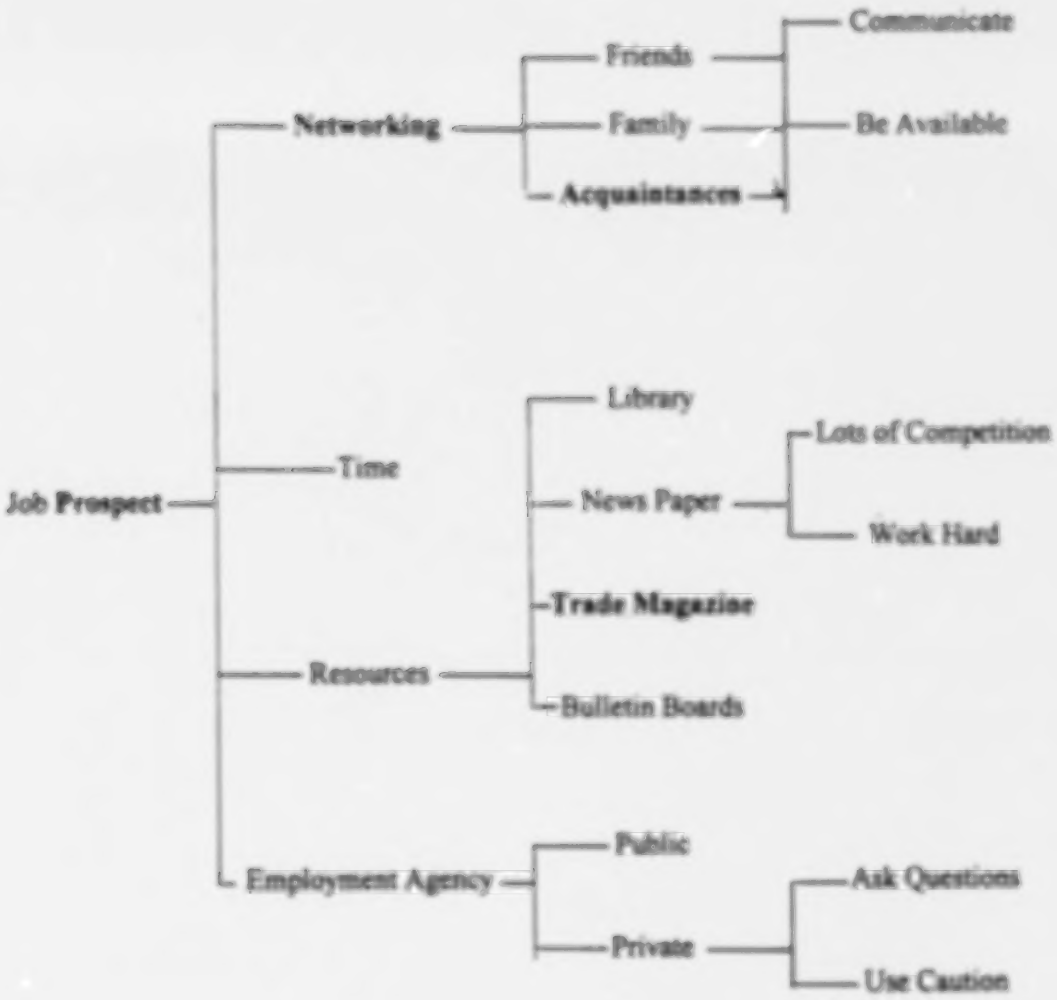
CONTENT MAP



Christie Watson
SPE 324

Mini Lesson
Reading Fluency for Students Diagnosed with TBI

Arizona Standard

R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.

PO 1. Derive meaning from a written selection using reading/decoding strategies

- word recognition

SDAIE Techniques Used

- Modified teacher talk
- Used relevant material
- Nurtured a positive climate
- Guided students through learning
- Engaged students in active participation

Information gathered for students with TBI

- Use material that is age appropriate
- Use color
- Use a tactile input
- Repetitive
- Multi-modal
- Model
- Peer tutors

Information on improving reading fluency (Have students read smoother, quicker, rhythmic and with expression).

- Word recognition (knowledge of sight words)
- Repeated reading
- Choral reading
- Reading out loud
- Echo reading

A Failsafe Lesson Plan

Objective: The objective for this lesson is to help increase reading fluency. In order to increase fluency students will need a strong foundation on sight words. Being able to recognize words is the beginning of reading fluency. Students who have been diagnosed with TBI may have in the past been able to read fluently. This lesson will help these students find material that they like to read and become fluent while playing Sight Word Bingo.

Focusing Question: After reading the article, have the students find the main part of the article. (These sentences should summarize the article and include some of the common sight words.) Write the sentences on sentence strips (Make each strip a different color and give each sentence a tactile input). Have students get into groups. Play sight word BINGO. Each group will have a peer tutor at their table. Students will be exposed to many different sight words. They will also hear the main parts of the article. This will allow the student to demonstrate proficiency by repeating key points. It will allow them to be able to become smoother, quicker, rhythmic and read with expression (which are the main points to fluency).

Procedures:

Explanation	5 minutes
Demonstration	2 minutes
Application	20 minutes
Clean Up	3 minutes

This will have to be shortened for this class since we have only 15 minutes to complete the lesson.

Materials:

Article
Sentence Strips
Bingo Game

This lesson builds off of another lesson. The first part of the lesson is having the students pick the article and making the sentence strips.

Variation: After each group has read the sentence strips have the groups exchange strips.

Self-Determination: This lesson allows the student to make choices. Making small choices for example, the article that you are going to read will set the foundation for making choices later in life. Having students become fluent readers will allow them to become successful later in life. They will be able to read for pleasure and read information in job related tasks.

Disability: Students diagnosed with Traumatic Brain Injury

Grade level: High School 9-12 grades

Teacher Actions: To lead the students through the activity. Encourage all students to participate.

Learner's Actions: To become more familiar with sight words. To increase interest in reading for pleasure. To improve on reading fluency.

Assessment of Achievement of Lesson Objectives: The way to assess this activity is to listen to the individual readers. As the students read more, they will become fluent. As the teacher you will need to listen to how each student improves as he/she reads. Lovitt's frequency count could be one way to monitor.

Lesson Objectives: Increase reading fluency and Arizona Standard R-F2

Works Cited

Bos and Vaugh. (1998). Strategies for Teaching Students with Learning and Behavior Problems, 4th Edition.

Lovitt, Thomas. (1995). Tactics for Teaching 2nd Edition.

SDAIE Lesson Plan, The Amazing English! How to Handbook.

Failsafe Lesson Plan

ESPN Magazine Jan/Feb 2000 Edition

Terrell Davis

1. For the first time in five years, time stopped for Davis.
2. His love for playing the game was in jeopardy.
3. His career could have been over, but Davis's determination and hard work will pay off for him.
4. Davis was the man who brought the long-suffering Broncos a title.
5. The Broncos feel that with Davis back they have their best chance to return to the Super Bowl.

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B	I	N	G	O
after	bed	again	any	both
best	but	end	before	came
by	can't	first	call	find
every	could	from	far	how
found	gave	keep	hand	open
give	his	live	just	pretty
if	know	our	let	read
love	night	right	many	soon
made	over	story	may	talk
once	paste	street	sleep	there
ran	some	thank	tell	very
say	take	then	that	when
think	under	they	them	wish
were	went	want	walk	work
where	why	who	which	would

What action did I take that interfered with the learning of others?

Why did I take that action?

How will I change my actions so they do not interfere with the learning of others?

Lisa Conder
SPE 324 Spring 2000

Lesson Plan
Mini-lesson on fluency
Designed for 5th grade students with mental retardation

Lesson Objective: Students will be able to read fluently 80% of the time, given an appropriate level reading book, within 6 weeks, as measured by a teacher made test.

AZ Standard: R-R5 Comprehend the meaning of simple written selections, using prior knowledge, letter/sound relationships and picture clues. PO 1. Demonstrate an understanding of print concepts (e.g., directionality, pictures, letters, words, return sweep, book handling skills.

Prerequisites:

Ask the students to choose a book. This allows them to use self-determination. Students had been learning words from "The Eye Book" using flashcards.

Materials Needed:

- "The Eye Book" (copy for each student)
- Audio recording of "The Eye Book" by Theo Le Sieg.

Time Needed: 30minutes per day

Teacher Actions:

1. Introduce "The Eye Book" to the students.
2. Read the story to the students.
3. Give each student a book.
4. Assist students in getting to first page.
5. Demonstrate how to move index finger along words as their being read.
6. Read 1 page to the students, model movement of finger along words while reading.
7. Repeat

8. Have students follow along while teacher reads the first page.
9. Have students read along with teacher, moving finger across words.
10. Have students read, moving finger across words. Teacher listens.
11. If students have difficulty, read one word at a time and have the students repeat.
12. Move on when you feel students have grasped the concept and the words.

Expected Learner Behaviors:

Students will actively listen and attend to teacher while she is reading the story. Students will move their index finger across the words as the teacher reads. The students will attempt to read with the teacher.

Assessment of Lesson Effectiveness in Terms of Learner Achievement of the Objectives:

Students will be assessed by teacher observation and documentation of words read. Teacher will also assess students in small groups to hear their reading skill.

*Adapted from Bos, C., & Vaughn, S. (1998). Using Taped Books for Repeated Reading to Increase Fluency (p. 179). In Strategies for Teaching Students with Learning and Behavioral Disabilities. Boston, MA: Allyn & Bacon

Melissa Rose
SPE 324
Dr. Ann Nevin

First Grade ED Class - Reading Comprehension

Arizona Standard: R-FS4 Retell stories/directions in sequence using gestures, words or pictures. PO 2 Recall an event from a story.

Objective: As a part of reading comprehension, students will generate a pre-reading word wall, listen for specific events in the story, recall the story events in order using word cards with 100% accuracy as measured by teacher observation.

Focus Question: What kind of animals would you find on a farm?

Procedures: (15 minutes)

Explanation: (5 minutes) Ask the students the focus question. Generate a word wall using the student's answers. Direct students to listen carefully to the story and focus on the animals Quack meets and the order he meets them in. Read the story.

Demonstration: (3 minutes) Hand out word cards. Go over pictures and words on the cards with students. Students should work cooperatively in groups to put the word cards in the order (first, second, third) that Quack met the animals. Do the first card together.

Application: (3-5 minutes) Students should work together to put the cards in order.

Evaluation: (2 minutes) Ask each group what order they came up with. Discuss and correct any mistakes by checking back to the story. Ask the students which animals from the word wall were included in the story. Congratulate students with a pat on the back!

Materials: Markers, Whiteboard/Chalkboard, A Children's story with pictures, Word Cards related to the story. Story Jumble Bos & Vaughn p.220*
Quick, Quack, Quick by Marsha Arnold (1996). NY: Random House

Self-Determination: Decision making skills – putting word cards in order
Internal locus of control – working in cooperative groups

*Bos, C., & Vaughn, S. (1998). Strategies for Teaching Students with Learning and Behavioral Disabilities. Boston, MA: Allyn & Bacon.

bird

Cat

pig

butterfly

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Reading Comprehension Mini Lesson

Lynne Hoover
SPE 324/ W. 1:40- 4:30/ Dr. Nevin

Grades 1-3, CLOZE technique for TBI students

Objective:
By the end of the lesson, students will discuss main ideas and supporting details from short story, as measured by teacher observation.

Materials:
Pencil, "Mouse Count" handout, who, what, where, when, how, why display cards and handout, "Mouse Count" by Ellen Stoll Walsh

Procedure (15 minutes):
(2)-A. Have students sit near you as you begin to tell story. This can be informal sitting on the floor, or arranging desks nearer to instructor. Ask them what a story called "Mouse Count" would be about?

(1)- B. Next, show the cover of the book to the students. Now do they have any different ideas on what the story could be about. Make sure that they see the snake. All answers are acceptable.

(5)- C. Read the story "Mouse Count" and use adequate wait time while asking questions throughout the story.

(5)- D. Have students' pair up and hand out the "Mouse count" activity. Tell one child to be responsible for writing and that they may talk among themselves in quiet voices. Begin reading worksheet without providing word for blank lines and pause at every blank line. Ask students for answers and have them keep filling them in as sheet is read.

(2)- E. Lastly, hold up display cards and have students raise hands to answer questions asked by teacher. Have them refer to "Mouse Count" worksheet when necessary. If time is available, have students fill out who, what, where, etc. worksheet.

Evaluation:
Have students' hand in paper(s) with name(s).

Standards:
Language Arts Standard 1; Reading

- Explain the literary elements (who, what, where, when, how, why)
- Use prior knowledge to understand text
- Predict: actions, behaviors, and events
- Use strategies to aid in decoding (context, pictorial clues)

Language Arts Standard 3; Listening and Speaking

- Listen for variety of purposes
- Follow multiple step directions
- Speak for variety of purposes
- Relate story sequence orally

Self-determination:
Students will make choice on who will scribe for the pair.

NAMES:_____

Mouse Count By Ellen Stoll Walsh

Directions: Fill in the spaces, using words remembered from the story.

1. They were careful to watch for snakes. But when the mice got sleepy, they forgot about _____...and they all took naps.

2. "I will fill this jar with dinner," he said. It wasn't long before he found three _____- little, warm, and tasty, fast asleep.

3. "First I will count them and then I will _____them up," said the snake.

4. He dropped them into the jar. But he was very_____. Three mice were not enough.

5. "Wait," said one of the mice. "This jar isn't full yet. And look at the _____over there.

6. And while he was gone, the mice _____ the jar one way, and another way, until over it went.

7. The snake reached the big mouse, but it was only a cold, hard _____.

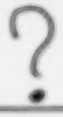
8. And when he got back, the jar was _____.

Names: _____

_____

Title: _____

Author: _____

Who?	
What?	
Where?	
When?	
Why? 	
How?	

(Adaped from "Textframe for Answering; WH and How Questions" in C. Bos & S. Vaughn (1998). Strategies for Teaching Students with Learning and Behavioral Disabilities, p. 200. Boston, MA: Allyn & Bacon.)

Mini Lesson Plan Demonstration Created by Laullen Oleson, SPE 324, Spring 2000

TITLE: IMPROVING READING COMPREHENSION FOR YOUNG STUDENTS WITH LEARNING DISABILITIES

STANDARD	**Language Arts** **To improve Reading Comprehension.**
SHORT TERM OBJECTIVE	**Given a short story, the student will read and identify the literary elements of fiction and nonfiction (main character, and setting) with 80% accuracy, as measured by teacher-made tests, quarterly**
MATERIALS	**Story book, drawings, written questionnaire.**
MONITORING PROCESS	**I will give the student a written questionnaire to find out how much she comprehended. (Free expression).**
TIME	**I will teach this lesson in about 60 minutes.**
ANTICIPATORY SET	**I will model the language with natural speech and intonation to help student remember what the story is about. I will ask: By looking at the picture on this page, can you tell me what the story is about? I will accept appropriate answers from the student (SDAIE).**
LEVEL OF CONCERN	**I will say: Please pay attention to the story because we will be answering questions about it when we finish reading the book.**
GUIDED PRACTICE	**Entire class will participate in reading the story and answer oral questions as we go.**
UNDERSTANDING	**I will ask student to tell me what happened in the page that she just read in her own words, if the student can't do it, than I will give clues to help her remember what the reading was about .**
CLOSURE	**I will say: Raise your hand if you can tell me something that happened in the story.**
INDEPENDENT	**Student will complete a teacher made-test with 80% accuracy.**
RELATIONSHIP TO SELF DETERMINATION	This lesson can increase student self awareness and self expression.

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BOOK REPORT

Title _____

Author _____

Pages Read _____

The story was

real **fantasy**

The scenes in the story were

home **park** **school** **forest** **museum**

river **tree** **garden** **zoo** **farm**

Who was the main character in the story?

_____

This story was

funny **sad**

Improving Your Test-Taking Skills

OBJECTIVE:

Given a set of test-taking tips, the students will apply them on a test, 95% of the time as observed by the teacher for two consecutive grading periods.

Focusing Question:

How can you become an effective test-taker, and why is it an important skill?

Procedures: (for 15 minutes)

Tell 'em (one minute)- Today we will be going over some test taking tips in preparation for our final. These tips are important because there are many tests we have to pass in life. One of them is a driving test to get a driver's license.

Show 'em (7 minutes)- These are some tips for before the test (read overhead- *General Tips: Before a Test, Mark Twain Media, Inc., Publishers)*. These tips can be used during the test (read overhead- *General Tips: During a Test, Mark Twain Media, Inc., Publishers)*.

Make 'em try (6 minutes): Let's complete the crossword puzzle (fill in answers on overhead with students giving responses from previous worksheets- *During a Test: Crossword Puzzle, Mark Twain Media, Inc., Publishers)*. If the student can't finish in class, have them take it home to complete.

Revisit focus question (1 minute): How can you become an effective test-taker, and why is it an important skill?

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Research basis for Test Taking Tips described in Bos, C., & Vaughn, C. (1998). Strategies for teaching students with learning and behavior problems (Chapter 7). Boston: Allyn & Bacon.

Improving Your Test-Taking Skills

RELATION TO ARIZONA STANDARDS

Workplace Skills Standards

Standard 1- Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
1WP-E7: Identify the relevant details and facts of written material.
(1WP-E7) PO1: Identify the purpose of written material and response expected by reader.
(1WP-E7) PO2: Identify relevant facts contained in selected written material.

Relation to Self-Determination Skills

I feel I incorporated activities that enable the students to use self-instructional skills. My lesson plan will also aid the students with their decision-making and problem-solving skills.

Type of Disability

This lesson was selected for students diagnosed with learning disabilities.

Grade Level

This lesson would be appropriate for seventh graders and up.

Teacher Actions

The teacher would show the overheads and either read them to the class or have them take turns reading. The crossword puzzle can be done in groups, with the teacher, or individually.

Expected Learner Actions

The students should follow along with the teacher and participate in completing the crossword puzzle.

Assessment of Achievement of Lesson Plan Objectives

It would be necessary to test the students after teaching them the tips to determine whether or not the objectives were met. The crossword puzzle is also an indicator that the students read the information and were able to complete the task by using their memory, or by reviewing the tips.

S.D.A.I.E. Techniques

This lesson utilizes the following SDAIE techniques:

-Using contextual references.
-Engaging the student in active participation activities and responses.
-Checks frequently for understanding.

Name _____ Date _____

General Tips: Before a Test

Know when tests are scheduled. Don't let tests catch you by surprise.

- **Think positively.** Be confident and expect to do well.

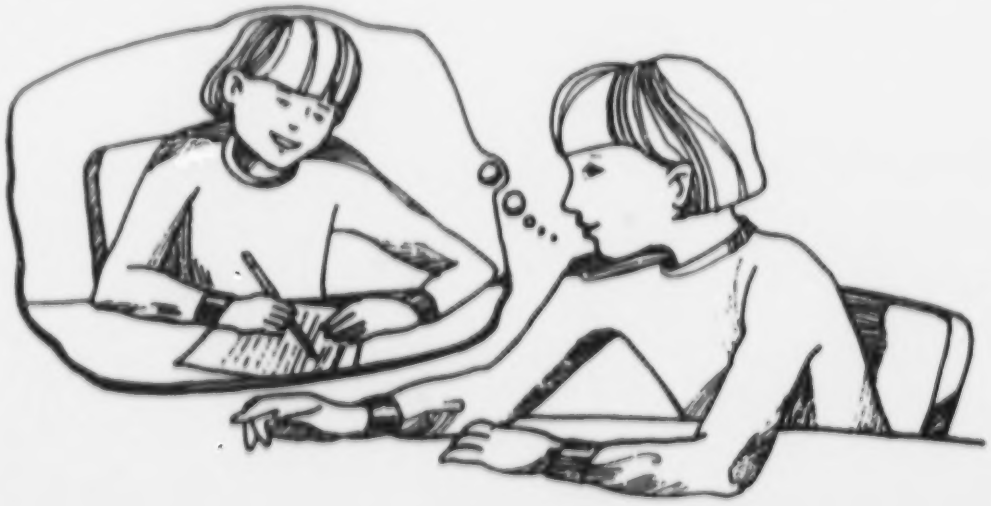
- **Know what the test will be like.** Know ahead of time the following things:
  1. How much time you will have.
  2. What the test will cover.
  3. What types of questions and how many questions will be included.
  4. Whether there will be more questions over some things than others.
  5. Whether or not all questions will count the same toward your grade.
  6. Whether you can get partial credit for answers that are close to right but not quite right.

- **Spend the night before a test reviewing what you have been studying all along.** Review your study guide. Try reciting answers to questions.

- **Get plenty of sleep the night before a test.** Begin reviewing early enough in the evening that you don't have to stay up late.

- **Be sure to eat a good breakfast the morning of a test.** You won't be able to do your best if you are hungry.

Picture in your mind what you will do when you take the test. Olympic athletes are well known for visualizing exactly what they will do in their performances. You can do the same thing when you take tests. Picture yourself following the other suggestions you have been reading (for example, the suggestion to read the directions carefully). Going over important steps in your mind will make it easier for you to carry them out when test time arrives.



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Name _____ Date _____

General Tips: During a Test

- **Look over the entire test before you begin.** Notice the following things:

  1. How long it is.
  2. The directions, including how much time you have been given to complete the test.
  3. How much credit each question is worth.
  4. What the test covers.
  5. Whether extra credit questions are available and whether it is worth your time to work on them.
  6. The difficulty level of the test.
  7. Information in multiple-choice, true-false, and matching questions that might be helpful in answering essay questions.

- **Read the directions carefully and follow them exactly.**
- **Before you begin, quickly jot down on the test anything you don't want to forget but are afraid you might.** Also, develop a plan for how you will approach the test. Decide what questions you will answer first, and determine how long you will spend on a section or set of questions.
- **Budget your time.** Know how much time you have and decide right away how much time you can spend on each of the questions. Allow enough time to check your work. Don't race through the test as fast as you can.
- **Read all questions very carefully.** Take a problem-solving approach in trying to answer a question. Use all the information provided to you. Reason through the question in a thoughtful, careful way. If the question doesn't make sense to you at first, don't give up. Keep reading it until it does make sense. Pay special attention to any words that are underlined or in quotations. Those words may be very important and helpful.
- **Find possible clues to a correct answer within another question.** In other words, the information in one question may help you answer another question.
- **Circle important words in questions.** For example, do this for negatives such as "not" and extreme words like "never." Such a practice will make the words stand out and you'll be more likely to notice and remember them as you think about them.

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Name _____ Date _____

- **Answer the easiest questions first.** Start with what you know best. Build up your confidence. Anytime you get to a question you can't answer, skip it and go on. When you skip the question and come back to it later, you may find that you now know the answer—perhaps from seeing clues in other questions that jogged your memory. **A word of caution:** When you skip questions, mark them so you don't accidentally forget all about them and not ever return to them. Also, make sure you budget enough time to return to them.

- **Remember that you are being tested over information from your class and from your book.** Don't think you can answer an item on the basis of what you heard your parents say or what you heard on the news last night.

- **Ask the teacher questions if you are confused about a test question or unsure about the directions.** The teacher won't give you the answer to a test question, of course, but he or she may be able to help you understand the question better (perhaps by giving you the meaning of a word).

- **Don't assume the teacher is trying to trick you.**

- **Answer all questions you are instructed to answer.**

- **Mark all answers neatly, clearly, and correctly.** If you change an answer, erase completely.

- **Guess when you don't know the answer.** You might know more than you think you do.

- **Check your work before turning in your test.** Make sure that all questions are completed, that your answers are readable, and that your name is on your test.

- **Stay on task.** Don't waste time being mad at the teacher for how hard the test is or for how little time you have to complete the test. And don't be alarmed when another student finishes the test before you do. It doesn't matter. That student didn't necessarily know all the right answers.

- **Don't quit.** Work until time is up. Take any time available to check your work and make your answers better.

- **Change answers only with great care.** If after some careful consideration of your original answer you decide it is wrong, there is nothing wrong with changing it. Your first answer is not necessarily the right one. Just don't rush your decision to change it.

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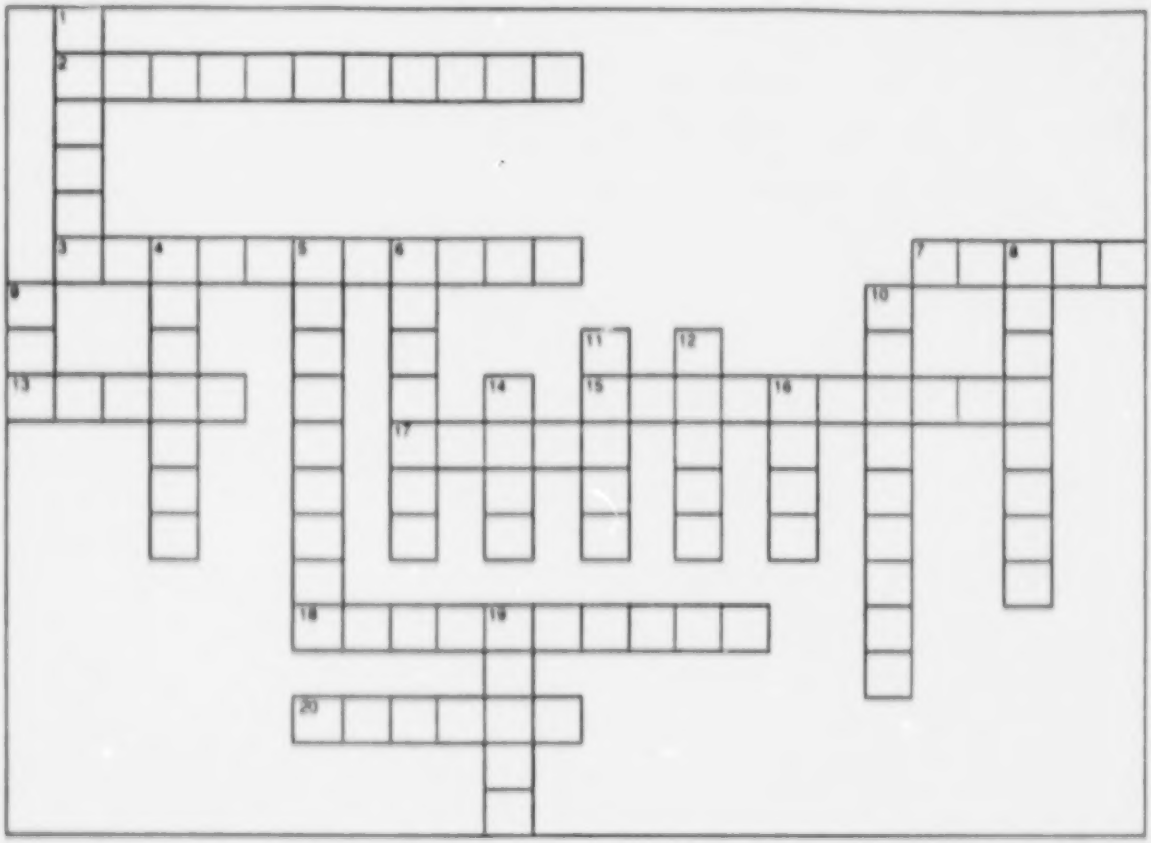
Name _____ Date _____

During a Test: Crossword Puzzle

Complete the crossword puzzle below. Answers to the clues can be found in the section "General Tips: During a Test."



ACROSS

2. Use _____ in one question to help you answer another question.
3. Before starting a test, check to see if it is worth your while to do the _____ _____ questions.
7. Don't _____ if other students finish before you.
13. Remember, the teacher is not trying to _____ you.
15. Don't leave any questions _____.
17. If you change an answer, _____ completely.
18. Read all _____ before beginning the test.
20. _____ your time.

DOWN

1. _____ important words in questions.
4. If you get to a word you don't know, ask your _____ what it means.
5. Be sure you have _____ all questions.
6. Answer the _____ questions first.
8. Make sure your answers are _____.
9. Before starting the test, _____ down on the test anything you are afraid you might forget.
10. Read all _____ carefully.
11. You should _____ if you don't know an answer.
12. Don't _____ time being mad at the teacher.
14. Be sure your _____ is on the test.
16. If you get to a question you cannot answer, _____ it and come back to it later.
19. _____ your work before you hand in your test.

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Mini Lesson Plan
SPE-324
Bonnie Juarez

Anticipatory set:

Ask students, "What do you think this story is going to be about from looking at the picture on this book?" Book: This is the Way, by Anne Dalton

Be sure to allow several students the opportunity to make predictions.

Objective:

After listening to the teacher read aloud the book, This is the Way, the students will put the appropriate picture next to the daily activity on a teacher prepared daily schedule when modeled by the teacher with 100% accuracy as observed by the teacher.

Instructional Input:

Teacher will read aloud the book, This is the Way, stopping frequently to ask questions, make connections, and comparisons to the student's daily activities.

Teacher will show students a basket of items (Toothbrush, brush, comb, soap, cereal) and ask student to choose one item and tell how and when they use this item. Allow each student the opportunity to participate. Teacher will give students the Daily Schedule and model by gluing the appropriate placement of picture asking for student input on where each picture may go. Example: "What picture belongs next to the daily activity... *Wake Up, Eat breakfast, Go to school, etc.*?"

The students will listen to the story and share how the story relates to their daily activities. The students will choose the correct picture and glue it to their daily schedule. The students will participate in deciding where the pictures should go by responding to teacher's questions.

Evaluation:

The student will complete the daily schedule as observed by the teacher.

Closure:

Teacher will review the daily schedule and then ask each student to share which activity is his or her favorite.

Grade Level and Disability:

High School grades 9 –12,

Students with mental retardation

AZ Standard:

SWP-R3. Describe appropriate behavior for different settings.

Self Determination:

Self-awareness

SDAIE:

Engages students in active participation

Use of realia

Taps in to prior knowledge.

Lesson plan derived from researched best practices summarized in Bos, C., & Vaughn, S. (1998). Teaching strategies for students with learning and behavior problems, Chapter 7. Boston: Allyn & Bacon

Michael L. Cook
04-18-00
SPE 324
Dr. Nevin

Mini Lesson Demo

- Study Skills
- Grades 9-12
- Students with Emotional Disabilities

This lesson plan will enable the student to make decisions so as to become organized for their classes. These skills can be incorporated outside of the classroom and into society. Empowering students with the competence to utilize these types of skills will increase their confidence, resulting in a more advanced self-determination system.

Short Term Learning Objective

Given a three ring binder, dividers and use of a hole punch, the student will maintain an organized binder meeting the criteria on a student made checklist with 90-100% accuracy, measured by teacher observation for one semester.

Teacher Actions

The teacher will use direct instruction and modeling techniques for this lesson. The lesson will begin by reading SLANT to remind students how to act during an instructional period. SLANT is an acronym that stands for Sit up, Lean forward, Activate your thinking, Name key information, and Track the talker. SLANT was designed to increase listener participation. The teacher will then call on students for a brainstorm of the contents of their organizational binder. Once the students have selected topics, the teacher will demonstrate how to assemble the binder. Points will be awarded to students who follow directions. The teacher will also explain the correct use of the binder and its function in student success. The binders will be checked weekly for organization and awarded points for meeting the criteria on the student developed checklist.

Expected Learner Actions

The student will be expected to participate in the brainstorming activity. During the modeling and assembly process, the student will abide by the class rules and stay on task. If the student has trouble doing this, they are to reference their SLANT technique. The students will then maintain an organized binder and utilize it when studying or referencing.

Monitoring Procedures

The teacher will monitor the students' performance weekly by directly looking at their binders. The teacher will also maintain a master binder that the students can reference if needed. Points can be made up by correcting any discrepancies found by the teacher.

Arizona Academic Standards for Students

LS-FS2

Follow simple directions

LS-FS7

Participate in-group discussions, activities, of peer/ adult interactions

3WP-P6

Develop an inventory record keeping system to maintain data and information in a systematic fashion

Work Cited

Bos, Candace S. and Vaughn. Teaching Students with Learning and Behavior Problems. Massachusetts: Allyn and Bacon, 1998.

Lovitt, Thomas C. Tactics for Teaching. New Jersey: Prentice Hall, 1995.

Mini Lesson Demonstration Developed by Michelle Staggs, SPE 324, Spring 2000

Lesson Based on Principles of Teaching Social Skills as described by Bos, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavior problems, Chapter 9, pp. 402-404. Boston: Allyn & Bacon.

FAILSAFE LESSON PLAN

Objective: Students will demonstrate the ability to appropriately behave in a given situation that has to do with student that has Traumatic Brain Injury or an Orthopedic Handicap. The situation will entail a student exhibiting the proper and improper way to behave in a given scenario by the teacher.

Focus Questions will include: How should I behave in this situation? What is appropriate behavior and what is not? Why should I or should I not behave in this manner?

Procedures:

Explanation: I am going to explain what I want to children to do. I am going to give six students a situation that has to do with how students will behave if confronted with a situation that they are unsure of. (Situation is attached)

Application: The students are to act out the skit that I give to them. They are to demonstrate the correct way and the incorrect way. After demonstrating the 2 different ways to behave in the situation the students will explain to the teacher why they thought that the situation that they performed correctly was correct and why they would not want to behave in the inappropriate way.

Evaluation: After the skits are done and we have had our discussion I will explain why we have done this assignment and why it is important to treat people with respect and make sure that the student's treat everyone as they want to be treated.

Arizona State Standards that have been met:

1WP-P4 Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for the audience and occasion

(1WP-P4)PO1. Apply group interaction skills (verbal and nonverbal)

(1WP-P4)PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

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Scenario:

One Student is paralyzed from the waist down

One student is the friend

One student is the teacher

Two students are bullies

You and your friend are on the playground and two of the class bullies are on the playground with you. The two bullies approach you and your friend and start making fun of your friend who is in the wheelchair. They are making rude comments and laughing and pointing. Your friend is starting to get upset and you notice that the teacher is on the other side of the playground

-------How would you handle this situation and why?

Mini Lesson Demonstration Developed by Michelle Staggs, SPE 324, Spring 2000

Lesson Based on Principles of Teaching Social Skills as described by Sze, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavior problems. Chapter 9 pp. 402-404. Boston: Allyn & Bacon.

Lesson Topic: Social Behavior

Grade: 7-8

Type of disability: Students with OH/TBI

The **rationale** for teaching this lesson is for the students to understand why it is appropriate for the students to behave properly and treat people, as they want to be treated. The relationship to self-determination skills is that the children will learn what behavior is appropriate and what behavior is not.

Short term instructional objectives:

Conditions: This lesson will be taught in a cooperative group setting.

Behaviors: The students will learn appropriate ways to behave.

Criteria for student success: The student will succeed by showing mastery in the area of the lesson.

Evaluation Procedure: I will evaluate the student's progress by observing if the students perform the skit correctly.

Schedule: The schedule for this lesson will take place in one lesson and will be practiced for the remainder of the session.

Teacher actions:

One SDAIE technique that will be used is the teacher tapping into the student's prior knowledge.

I did not use a tactic from the book I used the failsafe format

Expected Learner outcome is for the student to be able to determine what is the right and wrong behavior in the given situation.

The **method** to show that the students have mastered the lesson is by using contrived situations.

Self-determination skills that are met are self-evaluation and internal locus of

Shelby Huston
SPE 324
Methods in Cross-Categorical Special Education
Dr. Nevin
March 18, 2000

FAST

Bos, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavioral problems, 4th ed. Boston: Allyn & Bacon.

TOPIC, GRADE LEVEL, TYPE OF DISABILITY,

Fast is designed to teach students who have been identified as LD and having social skills problems. Although fast was designed to teach children in the second through fourth grades, to stop and think, going over all aspects of any situation, as seen through the mini lesson demonstration, it can be modified to fit the social situations faced by older students, (i.e. High School) who are identified as ED.

ARIZONA STANDARDS,

4WP-P8, Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria.

PO1. Apply negotiation skills to solve conflicts

This standard falls into the Proficiency (Grades 9-12) section of the Arizona Workplace Skills Standards.

FAST

F—Freeze and Think—What is the problem?

A—Alternatives—What are my possible solutions?

S—Solution Evaluation—Chose the best solution: is it safe, is it fair?

T—Try it—Slowly and carefully, does it work?

Mini Lesson Demonstration Developed by Shelby Huston, SPE 324, Spring 2000

OBJECTIVE

Given possible life situations, the student will, through verbal and written expression, develop a plan of action to defuse a conflict twice a week, measured by teacher interaction and discussion of best possible solution.

SELF DETERMINATION / LIFE SKILLS,

The self-determination/life skills taught to students by this lesson are: Choice/Decision making skills, Problem solving skills, Self-awareness, and Positive attributions of efficacy/outcome.

TEACHER ACTIONS,

The teacher will, through discussion teach the steps necessary to aid the student in defusing possible conflicts. Modeling may be used when necessary to show the various outcomes of a situation. The teacher will also check for understanding of the meaning for each step before moving on to the next.

PROCEDURE,

Step 1: Discuss the meaning of Fast (General Meaning)

Step 2: Discuss the meaning (in detail) the first letter (F) check for student comprehension

Step 3-6: Discuss the meaning (in detail) the letters (A,S,T) checking for student comprehension after each letter.

Step 7: Do activity

Step 8: Discuss resolutions, and possible outcomes of resolutions

LEARNER ACTIONS,

The students will discuss conflicts created by the teacher, create possible resolutions for conflicts, and discuss the possible outcomes for each resolution.

ASSESSMENT,

Through discussion and interaction with students, the teacher will observe the ability of conflict resolution obtained by each student. Interviewing (Monitor #9, Lovitts, Appendix A) can be used to monitor student progress.

MATERIALS,

Fast Activity sheet with teacher created situations. (Can be used for group or individual instruction).

FAST
ACTIVITY SHEET 1

You are standing outside with your friends when another teen comes up and knocks your books out of your hand. What do you do?

1.) Freeze and Think: What is the problem?

2.) Alternatives: What are your possible solutions?

3.) Solution evaluation: Choose the best one. Remember: safe and fair; works in the long run.

4.) Try it: Do you think this will work?

FAST
ACTIVITY SHEET 2

You are at work in the video store, when an irate customer comes in yelling and screaming at you about a movie they rented not working, and they are demanding you give back their money. Unfortunately the manager is not there and you are not supposed to refund money. What do you do?

1.) Freeze and think. What is the problem?

_____
_____
_____
_____
_____

2.) Alternatives: What are your possible solutions?

_____
_____
_____
_____
_____

3.) Solution evaluation: Choose the best one. Remember: safe and fair; works in the long run.

_____
_____
_____
_____
_____

4.) Try it: Do you think this will work?

_____
_____
_____
_____
_____

Giving and Receiving Compliments

Lesson Topic/Title: Social behavior- giving and receiving compliments

Grade: 9-12 for students with mild mental retardation

Learning Objective: Students will be able to answer questions on teacher-made handout with 95% accuracy by the end of the class session.

Key concepts/Language: Learning the importance of compliments and how they make a person feel. This lesson will focus on learning social skills, which is an important aspect of life skills.

Vocabulary: Compliments, praise

Teacher Actions: Tell the class good morning and ask how they are doing today.

Ask students if they received the card that was placed on their desk and remind them to read it if they have not done so. Then ask the students how this made them feel.

Explain to the students that we will be learning about giving and receiving compliments today.

As a group, as the questions:

- What is a compliment?
- How does a compliment make you feel?
- What can you compliment?
- Ask the students what they have been complimented on before?
- What should you say when you receive a compliment?
- How can we give compliments?
- When should you compliment?

Write the answers the answers given by the students on the board.

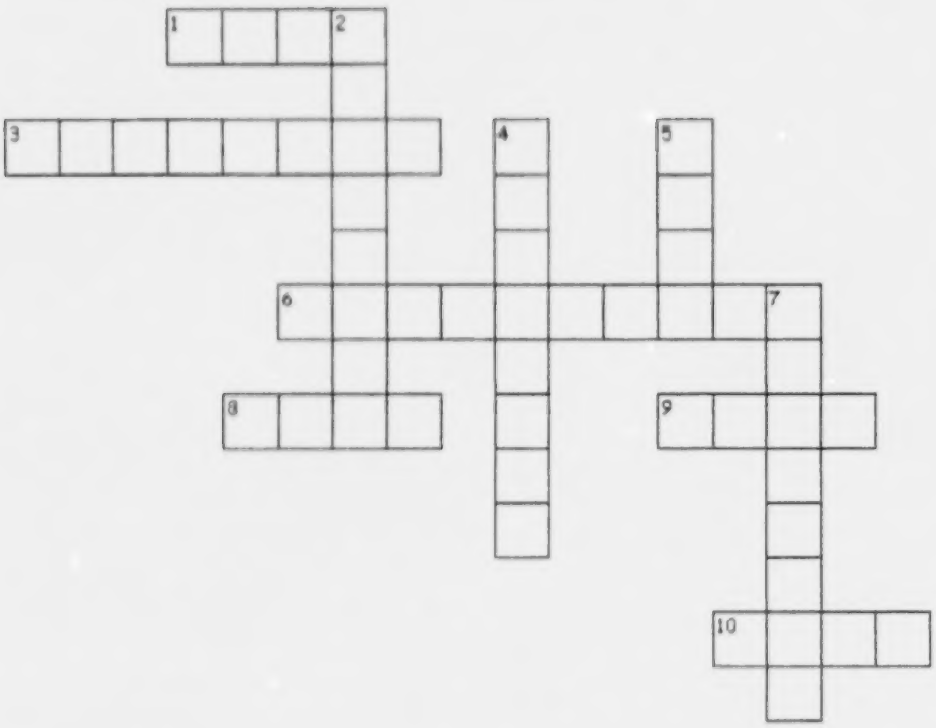
Ask the students to get into pairs while one plays the role of giving the compliment and the other plays the role of receiving the compliment.

After they have practiced, ask them to take one of the compliment cards and write someone a compliment. Tell them that we will place them in the "compliment jar" and at the end of everyday we will choose one to read.

Pass out the crossword puzzle and follow through it with the class.

Arizona standards:
4wp-r1 PO1: demonstrated characteristics of positive behavior
4wp-R2: Demonstrated politeness and adaptability in their relations with other people
4wp-R2 PO1: Practiced positive manners

Lesson is derived from methods for teaching social skills described in Bos, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavior problems, 4th ed. Boston: Allyn & Bacon.



Across
1. "You look wonderful today" would be an expample of a _____ compliment.
3. It is good to give a compliment_____ you can.
6. A _____ is praise you give to another person.
8. Give compliments even when you don't____ like it.
9. "You are not a very nice person" would be a ____ compliment.
10. A compliment makes you feel_____.

Down
2. Compliment_____.
4. You can give compliments by words, actions or _____.
5. When a person compliments you it shows that they____ about you.
7. When someone gives you a compliment you should always say _____.

10 of 10 words were placed into the puzzle

Visit Puzzlemaker at Discovery Channel School
www.discoveryschool.com

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Lesson Topic – Math Computation

Arizona Standard – IM-F2 Relate counting, grouping and place value concepts to whole numbers.

PO 7 Count money to $5.00 using bills and coins.

Grade Level/ Category of Disability – This lesson is designed for students with mental retardation, in the fourth to sixth grade classroom.

Cross Categorical Teaching Actions – This lesson uses concrete materials that are interesting, age appropriate and relevant to students with mental retardation. As well, the lesson is broken down into small steps, introducing coins one at a time and sequencing skills at an appropriate rate.

Self Determination and/or Life Skills – Teaching students about money and its value enables them to be more independent and to make choices based on this knowledge. In addition, it equips them to deal with those who might try and take advantage of them.

Short Term Instructional Objective – Given two and three coin combinations, students will count the money and correctly give the total on 7 out of 10 combinations on a teacher made worksheet over a three week period.

Teacher Actions – Using Bos and Vaughn's scope and sequence of money skills, teacher will review each coin and their value. Using guided practice, teacher will demonstrate how to add 2 coin and 3 coin combinations. SDAIE techniques used include bridging new "unknown" material to "known" material and engaging students in active participation activities and responses.

Expected Learner Actions – The students will identify pennies, nickels and dimes and state the value of each. They will count combinations of two and three coins and match it to the number expressed in cents.

Method To Show Student Achievement of Lesson Objectives – Using Lovitt's written items monitoring technique, the students will match money amounts to the picture of the coins that make up that amount on a teacher made worksheet.

Mini Lesson developed and implemented by Carol Booth, SPE 324, Spring 2000

Purpose: Students will become more familiar with the values of pennies, nickels and dimes and begin to add two and three of them together.

Materials: coins, manipulatives, number line, worksheet

Procedures: Review penny, nickel and dime by asking students to pick a coin out of their container and identify it by name. Do this for each of the three coins.

Next, have students tell how many cents are in each coin. Review value by asking, which is more – penny or nickel, nickel or dime, penny or dime.

Introduce adding two coins together by demonstrating with manipulatives and by using the number line. Begin with two pennies, then two nickels, then two dimes. Next, add a penny and a nickel, then a dime and a penny, then a dime and a nickel.

Review value with two coin combinations – which is more, two pennies or one nickel? When students are proficient with adding two coins together, begin adding three coin combinations. Again review value of three coins vs. one and two coins.

Evaluation: Have students match two and three coin combinations and match it to the correct money amount on a teacher made worksheet. Allow them to use number line and coins to assist them.

Specific strategies – According to Bos and Vaughn*, students with learning difficulties should first be taught money identification using real coins. In addition, students with disabilities are sometimes taken advantage of because they do not know the value of coins and which coins are more valuable. Finally, students with learning difficulties often do not know the price of common goods. While they do not need to know exact prices, they should have an estimate of what common items cost (candy bar, loaf of bread, etc).

*Bos, C., & Vaughn, S. (1998). Strategies for teaching students with learning and behavior disorders. Boston, MA: Allyn & Bacon.

Lesson Plan
Mini-lesson on math computation
Designed for 1st-3rd graders with learning disabilities.

Lesson Objective: Given manipulatives and a sheet of paper with columns on it, students will be able to demonstrate the place values for ones and tens with 90% accuracy, within 1 week, as measured by a teacher made test.

Arizona Standard: 1M-F2. Relate counting, grouping and place-value concepts to whole numbers.

Performance Objective: PO 4. Construct a model to represent place value concepts.

Teacher Actions:

1. Write a number (27) on the board and ask students what the number is. Ask them how they knew that. Ask students what the 7 represents, the 2.
2. Give each student a piece of paper divided in two with ones and tens columns indicated.
3. Give each student 9 dimes and 9 pennies.
4. Explain that the dimes represent the tens and the pennies represent ones.
5. Tell the students that you are going to write different numbers on the board. Ask them to demonstrate that number on their papers with the dimes and the pennies. Write two numbers on the board, 23 and 32. Ask the students to tell which one is higher. Have them create the number with the coins on their papers. Practice with a few more numbers.
6. On an overhead projector, use pennies and dimes and a split piece of paper to represent ones and tens.
7. Make the number 54 with the pennies and dimes and ask the students to tell you what the number is.
8. Ask them how they know that.

Place Value Game*to reinforce concepts.

9. Have the students choose a partner.
10. Give students paper bags each containing 9 pennies and 9 dimes and the score card.
11. Have them pull out 9 coins total and place them in the correct spot on their papers.
12. Have the students write down the number on round 1 of their papers.
13. Have the student with the highest number circle their number.
14. Continue with the game for ten rounds.
15. The person with the highest score is the winner.
16. Give everyone a sticker for being a good sport.

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*Based on researched best practice described in Bos, C., & Vaughn, S. (1998). Instructional practices for students with learning and behavior disorders (Chapter 8). Boston, MA: Allyn & Bacon.

Expected Learner Actions:

The students will actively manipulate the dimes and pennies to make the numbers. The students will work cooperatively in pairs. The students will actively participate in answering the teacher's questions.

Relation to life skills: Working with the dimes and pennies puts the perspective in real life. Working in groups allows the students opportunity to use social skills which are relevant to life skills.

Assessment of Achievement of Lesson Objectives:
On Friday, the teacher will give the students the manipulatives, a piece of paper with the tens and ones columns on it, and a test answer sheet. The teacher will use the overhead and make a number with the ones and tens columns and the coins. The students will then use their answer sheet to write the number down. The teacher will then direct the students to make a number with their pennies and dimes. The teacher will keep track of the students who answered correctly and those who missed the answer.

Place Value

Ten's	One's

Name _____

Place Value Game

	Game 1	Game 2
Round 1		
Round 2		
Round 3		
Round 4		
Round 5		
Round 6		
Round 7		
Round 8		
Round 9		
Round 10		

Holly Harper
SPE 324

Pizza Fractions

Math Focus: Fractions
Grade Level: 4 – 6
Targeted Disability:
Students with Emotional/Behavior Disorders

Arizona Standard: 1M-E1. Read, write and order integers, whole numbers and rational numbers. PO1. Compare and order using concrete or illustrated models B. Common fractions (halves, thirds, fourths, eighths)

Learner Objective: Given a teacher made test, the student will demonstrate knowledge of the fundamentals of fractions; what a fraction is, identifying a fraction, and determining which fraction is greater with 80% accuracy upon completion of this lesson and concurrent lessons.

Materials Needed: Fraction models to place on board, transparencies and worksheets (attached)

Time Frame: Approximately 1 hour

Focus Questions: What is a fraction and how are they used? Which fraction is larger?

Teacher Actions:

- Ask the students the first focus question
- Generate answers on white board.
- Use fraction pictures and allow students to individually come to board and label.
- Check for understanding (SDAIE)
- Do 4 problems of transparency #1 with students (remaining are for homework)
- Next review the greater and less than symbol.
- Have students actively participate in which fractions are greater than and which are less than (write on board)
- Do 4 problems of transparency #2 with students
- Check for understanding. Praise! (SDAIE)

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Expected Learner Behaviors: Students will actively listen and participate in lesson. Students will answer questions when called upon. Teacher will explain wrong answers to students until the question has been mastered.

Assessment of Lesson Effectiveness in Terms of Learner Achievement: Students will be assessed based on participation in class, completion of homework, and teacher made test with 80% accuracy. I will use the percent method to determine the correct and incorrect items. (Lovitt, 1991) I will then use the data found to continue to review and master those that students are getting wrong, until the lesson is mastered.

Disability Target and Rationale: This lesson is designed to be taught to students with learning disabilities (LD). The lesson uses concrete, interesting materials that are age appropriate and relevant to the students. The lesson presents information in small, sequential steps and reviews each step frequently.

Self-Determination: The students will be engaged in decision making and problem solving, for example, by choosing which fraction is the correct answer, and placing the answer on the board. The students will use an internal locus of control with the reminder of the behavior contracts they had signed for this class.

Works Cited:

Handouts – Frank Schaffer Publication, FS135037 (p. 2 and 3)
Lovitt, T. (1991), *Preventing School Dropouts*. Pro-Ed; Texas.
Lovitt, T. (1995), *Tactics for Teaching;* Prentice Hall, Inc.; New Jersey.
SDAIE Lesson Plan, *The Amazing English! How to Handbook*.

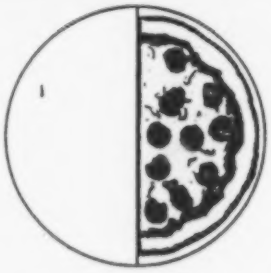
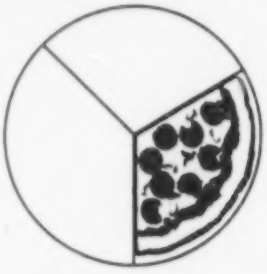
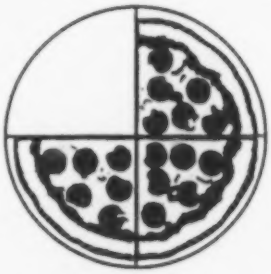
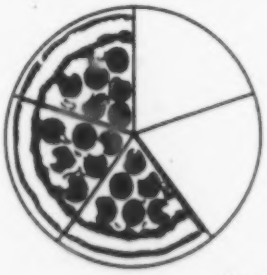
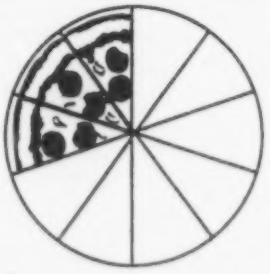
PIZZA TO GO

Name _____

There is 1 piece left. There were 4 pieces in all.

$\frac{1}{4}$

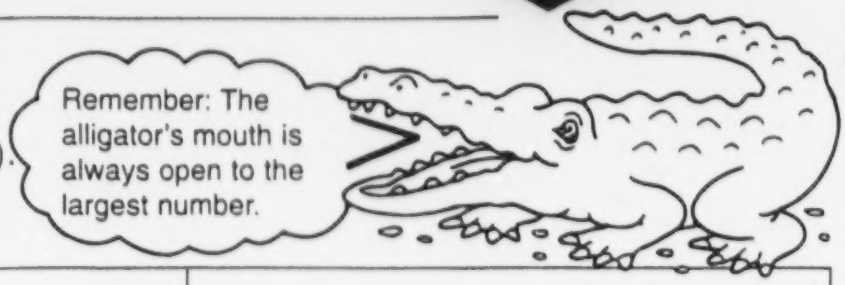
How much pizza is left?
Write the fraction that tells how much.

A.  _____	B.  _____	C. _____
D. _____	E. _____	F. _____
G.  _____	H.  _____	I.  _____

COMPARING FRACTIONS

Name _____

Write < (less than) or > (greater than) in each ◯.



A. $\frac{1}{4}$ ◯ $\frac{3}{4}$	B. $\frac{1}{3}$ ◯ $\frac{2}{3}$
C. $\frac{7}{8}$ ◯ $\frac{4}{8}$	D. $\frac{8}{10}$ ◯ $\frac{5}{10}$
E. $\frac{1}{5}$ ◯ $\frac{4}{5}$	F. $\frac{2}{6}$ ◯ $\frac{3}{6}$
G. $1\frac{1}{4}$ ◯ $1\frac{3}{4}$	H. $2\frac{2}{4}$ ◯ $2\frac{1}{4}$
I. 1 ◯ $1\frac{1}{4}$	J. $3\frac{3}{4}$ ◯ $3\frac{1}{4}$
K. $4\frac{2}{4}$ ◯ 4	L. $2\frac{3}{4}$ ◯ 3

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Mini Lesson Plan Developed and Implemented by Noa B. Gopstein SPE 324 Spring 2000

Mathematics Problem Solving for Elementary Students with Emotional Disabilities

"A Remainder of One"

Arizona Standard: Standard 1. Number Sense
Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results
PO 2. Demonstrate concept of "more", "one more".
Foundations: (Grades 3-5)
Rationale: Lesson plan is modified for students with emotional disabilities at the elementary level. The activities are hands on to keep students interested and on task whereas the content of the lesson (selecting a story with emotional overtones and integrating language arts and mathematics) is intended to help students deal with their feelings.
Relation to Self-Determination: This lesson relates to self-determination and life skills through teaching our students that sometimes they might end up being "a remainder of one", and that is O.K. The undertone of the lesson focuses on social acceptance, a significant part of the curriculum in special education for students with emotional disabilities. Choosing who your friends are and how you treat people are self-determination skills that will affect one's life positively or negatively.
Purpose of the lesson: Developing the concept of remainders when dividing; using a divisor to make an equal number when dividing.
Teacher Actions: The teacher will read aloud the book, A Remainder of One[1], to the students. She will let them choose partners; she will probe them for answers; she will model on the white-board what she expects them to do; she will provide cues for corrective actions when students make errors.
Procedures:
1) Read the book to the students.
2) Hand out manipulative (beans) to each pair of students.
3) Ask the students to use the manipulatives to create what the squadron would look like, and see if there would be a remainder.
4) Ask the students a way for Joe to be included for each line set up.
5) Have each student pick a number from the hat.
6) Teacher will demonstrate on the board how she wants the activity done.
7) Each student will have a chance to come to the board to show how to divide their number by 2, 3, 4, and 5.
8) Student can choose different colored construction paper and make an art project with his/her beans using glue.
Learner Actions: Students will listen to the story, and then answer any of the questions asked by the teacher. Students will work with manipulatives to gain a greater sense of remainders when dividing. Student will follow directions that were modeled by the teacher and work on the board.
Assessment: Through discussion and interplay with students, the teacher will observe the student's comprehension of remainders when dividing. Interviewing (Monitor #9, Lovitt, 1991, Appendix A[2]) can be used to monitor student development.
Materials: The book (A Remainder of One), enough small manipulatives for each pair of students, hat, and construction paper.

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[1] Mackain, Bonnie, & Pinczes Elinor J. (1995). A remainder of one. Boston, MA: Houghton Mifflin Company,.
[2] Lovitt, T. (1991). Appendix A. In Preventing school dropouts. Austin, TX: PRO-ED.

Lesson Plan
Math Problem Solving Skills
Grade: 3-4
Students with Learning Disabilities

Lesson Objective: The students will increase their knowledge of time story problems using their personal clocks and teacher made or class made story problems dealing with time.

Arizona Standard: Im-F3. Understand the meaning and application of the operations of addition, subtraction, multiplication, and division.
PO6: Select appropriate operations to solve word problems.

SDAIE Techniques used:

- Modified Teacher talk
- Nurtured positive climate
- Guided student through learning

Rationale for Cross-Categorical Teaching Actions in terms of the special need of the learners:

This lesson plan is designed to increase the knowledge of subtraction and addition in time story problems. The use of the personal clock allows each student to physically move the hands on the clock while finding an answer to the story problem.

Relationship to Self Determination:

This lesson plan shows the students a time story proble in a "real world" problem. In the final problem it allows students to make choices on how to create their own word problem. This is a structured choice made by the student to fill in the blanks with a time or an amount of minutes needed to complete the problem.

Short-term Instructional Objective:

Given the opportunity of a 30minute math class on time problem solving the student will compute the answers to the 4 story problems with 95 percent

accuracy as measured by the correct answers to the story problems for a two week period.

Teacher Actions:

As the teacher I am lead the students through the activity while encouraging all students to participate.

Learner's Actions:

As learners in the class they are to increase knowledge on addition and subtraction in time story problems. They are also to increase their knowledge of how to arrive on time and plan their schedules.

Assessment of Achievement of Lesson Objectives:

The best way to assess the knowledge of the learners to find that they have acquired the objectives is through a teacher made test at the end of the two week period.

Works Cited:

Bos and Vaughn(1998). Strategies for Teaching Students with Learning and Behavioral Problems, 4th Edition.

Lovitt, Thomas. (1995). Tactics for Teaching, 2nd Edition

SDAIE Lesson Plan, The Amazing English! How to Handbook.

Failsafe Lesson plan

A Failsafe Lesson Plan
Math Problem Solving- Time

Objective:

The students will increase their knowledge of time story problems using their personal clocks and teacher made or class made story problems dealing with time.

Focusing Question:

After reading the story problem, have the students find the means of computation (addition or subtraction). Have them place their personal clock at the correct time and then move the hour and minute hands in the direction needed (forward or backward). Have a volunteer come to the front of the class and direct the class in the moving of the hour and minute hands. This will allow for group participation along with individual work. This will allow for the student to practice their skills in problem solving of time.

Procedures:

Explanation:	5 minutes
Demonstration:	3 minutes
Application:	20 minutes
Clean Up:	3 minutes

This will be shortened due to time allotted for mini-lesson.

Materials:

Personal Clock
Large Class Clock
Story Problems Worksheet

This lesson builds off of previous lessons of making their personal clock, discussion of problem solving and time problem solving.

What Time Is It?

1) Travis Lee is the first baseman for the Arizona Diamondbacks. Tonight's game begins at 7:05pm. It takes Travis 20minutes to warm up and stretch, 35minutes to practice batting, and 25minutes to position practice. What time should Travis be at Bank One Ball Park to begin?

2) Jill and Maria are meeting at the movie theater to watch the TIGGER movie. The movie starts at 6:15pm. To get from Jill's house to the theater it takes 15minutes. Jill likes to look really nice when going to the theater incase Jack shows up. Jill spends 45minutes getting ready. What time should Jill start getting ready so that she is not late?

3) Steven has a very bad cold so he is going to see his doctor, Dr. Hernandez. Steven's appointment is at 12:30pm. Steven's mother fills out the paperwork for 10minutes and they wait for Dr. Hernandez for 10minutes. Dr. Hernandez examines Steven's throat and gives Steven a prescription for 15minutes. What time does Steven leave the doctor's office?

4) Let's create our own time story problem. You fill in the blanks. James walks to school each morning. If the first bell rings at _____ and it takes James _____minutes to walk to school and _____minutes to pick up his books at his locker. What time should James leave his house?

BEST COPY AVAILABLE

_____'s Clock

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Sophie Kumpf
SPE 324 - Mini Lesson Plan Demonstration
Dr. Nevin
March 30, 2000

TOPIC: Today's demonstration will focus on teaching functional life skills necessary for independent living. The lesson plan was selected to fulfill lesson plan criteria for **math problem solving skills.** The plan was designed for high school grade level students. It was created for students with mental retardation who are taught in a self-contained cross categorical classroom. The students have been learning how to write checks, fill out deposit tickets and balance a check register. The students will be allowed to use their calculators.

Relation to Life Skills: Teaching functional life skills necessary for independent living.

Relation to Arizona Standards: Mathematics Standards - **1M-FS4**, Identify and use money in real world situations. **PO 4**, given a purchase price, student determines if s/he has sufficient amount of money to pay for the item with a visual/tactile strategy.

Teacher Actions: Review the procedures for depositing money into their checking account and writing checks. Steps will be given. Students will be given a check filled out to them in the amount of $300.00. Students will be asked to endorse the check, fill out a deposit ticket and deposit the money into their account. Students will be asked to enter the transaction into their checkbook register. Students will now go on a shopping spree. Teacher will provide four different stores (visual cards) from which students will be allowed to purchase a variety of merchandise. Students will be asked to fill out checks for each store that a purchase is made at. They will be instructed to enter the checking transaction into their checkbook register. The students are to select several items without going over their designated amount.

Expected Learner Actions: Students are asked to apply their problem solving skills using money in real world situations. They are expected to learn how to write a check, deposit money into their account, and maintain a balance without going over their designated amount.

Lesson Objective: Given a checkbook register, a check and a deposit ticket, student will write in correct information with 90% accuracy as measured by student work performed during class instruction.

Assessment of Achievement of Lesson Objective: Student work samples using Lovitt's tactic #2, percentage correct.

Adapted for teenagers using real checkbooks, calculators and a 'visual display of Mall Shops' from Bos, C., & Vaughn, S. (1998). Shopping Spree. In Strategies for teaching students with learning and behavior problems, 4th ed., Chapter 8 (p. 369). Boston: Allyn & Bacon.

Mini-lesson prepared by: Christine Kuschewski for SPE 324 Spring 2000

LESSON TOPIC: Written Expression

GRADE LEVEL: 9-12

DISABILITY: Students with mental handicaps

RATIONALE: This lesson allows students who have mental handicaps to use written expression to describe the animal in the picture they are given.

SELF-DETERMINATION: Students will use self-expression in cooperation with their group members.

SHORT TERM OBJECTIVE:

Students will work in small groups to write a description of the animal in their picture, using complete sentences, correct capitalization and punctuation, as measured by teacher evaluation, in one class period, for one day.

TEACHER ACTIONS:

- Review with students, the descriptions they wrote about themselves
- Clarify any questions
- Assign students to cooperative learning groups
- Explain to students that they will be writing a description of the animal in their picture
- Provide examples of how they might want to describe the animal (color, food, home, how it feels, tail or not, number of legs)

- Remind students to be sure to not tell the name of the animal
- Remind students to use complete sentences, correct capitalization and punctuation
- When descriptions are complete, have one student from each group read it aloud to the class
- Encourage class to guess what animal it is

BOS AND VAUGHN (1998) STRATEGIES FOR TEACHING STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS:

- Variation of "Who Am I" pg 271

LEARNER ACTIONS:

Students will work together sharing information, taking turns adding sentences and deciding what to include to create a description of the animal in their picture using complete sentences, correct punctuation and capitalization.

MATERIALS NEEDED: paper, writing utensils, pictures of animals with both visual and kinesthetic characteristics

TIME NEEDED: 15 minutes

Review and explain: 5 minutes

Writing time: 6 minutes

Reading and guessing time: 4 minutes

*Times reflect mini-lesson demo time frame, if taught in regular classroom lesson could last on full period.

MONTIORING PROCEDURES:

Teacher will guide students work and evaluate based on expectations using Lovitt's "written items different" method of assessing students work.

ARIZONA STANDARD:

W-E1 Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks.

PERFORMANCE OBJECTIVES:

P.O. 1 Spell correctly

P.O. 2 Punctuate correctly

P.O. 3 Apply rules of capitalization

Works Cited

Bos, Candace S., & Vaughn, Sharon, Strategies for Teaching Students with Learning and Behavior Problems, 1998. 4th Ed. Allyn and Bacon, Massachusetts.

Lovitt, Thomas C., "Preventing School Dropouts: Tactic for At-risk, Remedial and Mildly Handicapped Adolescents," 1991. Pgs. 467-482. Pro-ed, Inc.

Lovitt, Thomas C., Tactics for Teaching, 1995. 2nd Ed. Prentice Hall, Inc. Englewood Cliffs, New Jersey.

Professional Teaching Standards. Spring 2000, Hand-out SPE 324, Dr. Nevin.

Walters, T. 1996. "Formating a SDAIE Lesson," The Amazing English! How-to-handbook. Pgs. 90-94. NY: Addison Wesley.

What Every Special Educator Must Know, 1992. Pgs. 15-16. Reston, VA: CEC.

Cynthia L. Kertson
SPE 324-Dr. Nevin
Mini Lesson Demonstration
April 6, 2000

TOPIC	**Language Arts – Written Expression: Proofreading**
AZ STANDARD	**W-P1 Use correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings**
PERFORMANCE OBJECTIVE	**PO 5 Sharpen the focus and clarify the meaning of their writing through the appropriate use of: capitalization, standard grammar and usage, spelling and punctuation**
RELATION TO SELF DETERMINATION	**Internal locus of control, problem solving skills and self-awareness – Students will learn to self-correct their work prior to handing it in for a grade.**
TYPE OF DISABILITY	**Students who have been diagnosed with emotional disabilities, and who are also gifted.**
GRADE LEVEL	**High School (grades 9-12)**
OBJECTIVE	**Given tools, such as a dictionary and the SCOPE technique, students will be able to proofread and correct student generated work with 90% accuracy, daily, as assessed by the teacher.**
TEACHER ACTIONS	**Introduce the SCOPE technique, provide tools (dictionaries, checklists, notebooks), provide examples for practice of each step of the technique, request that students demonstrate understanding of technique by applying it to student generated work.**
EXPECTED LEARNER ACTIONS	**Students will learn the SCOPE technique, and be able to incorporate this technique into all student generated work. They will also utilize the teacher generated SCOPE checklist to demonstrate their understanding and use of this technique.**

ASSESSMENT **A pretest will be used in the form of pre-generated student work (as to the level of ability to utilize proofreading strategies), and a posttest of applying the SCOPE technique to the same work will establish a level of ability. A checklist will also be used to monitor the progress of the students mastery of the technique.**

SUPPLIES **teacher generated SCOPE: transparencies (2), word wall, checklist, and individual unfinished word walls. Also, scissors, folders for each student, glue, stickers, dictionaries, pens, posters (3), fidgets, students' previous work (without error correction)**

SCOPE

Prior Knowledge and Introduction:

I. Classroom Rules

1. Go over expectations of the classroom

a. Positive and negative consequences

II. Elements of writing

1. Provide posters

b. Check for understanding

III. Introduce SCOPE technique (Word Wall)

1. Spelling

a. Provide dictionaries

b. Ask for other sources of spelling help

2. Capitalization

a. Refer to poster for rules of capitalization

b. Check for understanding

3. Order of words

a. Explain what order

b. Refer to poster of parts of speech

4. Punctuation

a. Refer to poster for rules of parts of punctuation

5. Express complete thought

a. Explain that a sentence should contain a noun and a verb or it is only a phrase.

Explore:

I. Capitalization and punctuation

1. Anne Frank overhead

a. Check for understanding

II. Order of words and Express complete thought

1. Overhead with examples of each

a. Provide enough for each student to attempt

Extend:

I. Provide and explain advanced organizers

1. Folders (to be decorated and kept for writing samples throughout school year)

2. Individual SCOPE word walls (to be finished by student)

3. SCOPE checklist (for assessment purposes)

II. Return students' writing samples without error corrections

1. Have student make corrections using SCOPE technique

a. Resubmit for full credit

III. Ask students to nonverbally express how they feel after lesson presentation

1. Provide stickers with emotional cues (expressive faces), ask student to choose which sticker best expresses level of concern.

Works Cited

Bos, Candace S., and Vaughn, Sharon. Strategies for Teaching Students with Learning and Behavior Problems. Needham Heights: Allyn and Bacon, 1998.

Chapman, Rhonda. Skills for Young Writers: Helping Students Make Good Stories Great. Grand Rapids: Instructional Fair, 1997. p. 8.

Capitalization and Punctuation

Anne Frank

anne frank was born june 12, 1929 in frankfurt, germany she died in a concentration camp in march of 1945 when she caught typhus she was not yet 16 years old.

the frank family lived in Germany at the time of hitler's rule adolf Hitler believed in developint a superior German race he wanted to eliminate certain groups of people such as the jews the franks and some of the other persecuted jews fled germany to find safety in the city of amsterdam in the netherlands

eventually, even amsterdam was invaded by the German army. the frank family was forced into hiding in the small, upstairs quarters of an office building anne and her family remained in hiding for more than two years they were extremely brave and daring.

during this time, anne recorded her daily activities and personal thoughts in a diary after anne died, her diary was found and published for people everywhere to read anne frank, who dreamed of being a professional writer, became just that after her death

Order of Words

1. Jane and Steve to the store went.
2. Through the glass door walked Jim.
3. Ran the dog outside in the grass.
4. The orange juice on the floor spilled

Express Complete Thought

1. The wind on the water and the boat.
2. A beautiful girl the mirror in her hand
3. Plants water to live and flourish
4. The rain in Spain on the plain.

Individual word walls to be completed by students

S

C

O

P

E

Checklist for Semester Assignments

Due Dates	Assignment	S Spelling	C Capitalization	O Order of Words	P Punctuation	E Express Complete Thought
	Autobiography					
	Book Report					
	Group Project					
	Research Paper					

Raven Lieberman
SPE324
April 6, 2000

Mini Lesson Plan

AZ Standard: W-E1 Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks

PO1 Spell correctly

PO3 Apply rules of capitalization

Topic: Written Expression, Johnny can write

Type of disability: Mental Retardation

Grade level: 7-8

Learner objectives: To help a beginning writer increase his/her writing fluency, and to provide a model for correct sentence construction.

To promote creativity in the students' paragraphs by giving the students choices

Learner actions: Choose a topic from a teacher made list, write a rough draft paragraph on the topic chosen, and rewrite corrected paragraph (final draft)

Teaching procedures:

Pass out materials

Read the prepared topics

Read my example paragraph

Give students time to write

Edit paragraphs

Add more detail to paragraphs

Rewrite paragraphs

Read revised paragraph to the class

Evaluation: I will look for the following details: content, spelling, and punctuation on the rough draft and final draft

Assignments: Brainstorm your own topics for next week's writing lesson

Resources: paper, pens/pencils, and list of topics

Relation to self-determination: I encouraged the students to make choices and express themselves. The choice making skills were in effect during the student's elimination of the topics. The student's self-expression took effect during the writing of the paragraph.

Bibliography:

Bos, C., & Vaughn, S. (1998). Strategies for Teaching Students with Learning and Behavior Problems. 4th ed. Boston: Allyn and Bacon. Pg. 174-175.

Mini Lesson Demonstration Developed by Deanna Campbell, SPE 324, Spring 2000

Lesson Topic: Technology, using the Internet

Grade Level: 6th grade

Disability: Learning disability

Rationale: This lesson plan enables students with learning disabilities to focus on a topic and increase skills and knowledge on future writing papers.

Self-Determination: The student will incorporate choice making skills in selecting various Web Sites.

Short Term Objective: Given a list of 5 words the student will use a computer to find 4/5 words on the Internet accessing different web sites to locate words, as measured by a teacher made list in 15 minutes, for one day.

Teacher Actions:

- Introduce the Internet to students.
- Show students how to access the Internet.
- Show students examples of words found on Internet.
- Give students 5 words to locate on different web sites.
- Have student write down web sites found for the words.
- Turn in paper after lesson for teacher to evaluate for correct usage of the Internet.

Bos & Vaughn (1998) Strategies For Teaching Students With Learning and Behavior Problems: Lesson plan based on Internet usage on page 438

Learner Actions: Students will work independently on computers to locate words given by teacher. Student will locate words from different web sites and write down web site address to be turned into the teacher.

Materials Needed: Computers, access to Internet and handout with 5 words for students to look up on the Internet.

Time Needed: 5 minutes to explain how to access the Internet

2 minutes to explain assignment

8 minutes for students to access internet

*Time has been reduced to fit 15 minute lesson.

Monitoring Procedures: Teacher will actively assist students in needed areas accessing the Internet if problems arise during the lesson.

- **Az Standards:** Standards 4: Students understand the interrelationships of knowledge and how they are used to solve technology problems in school, the workplace and society.
- **Essentials (Grades 4-8):** Gather product information through research and brainstorming.

*** Be sure when implementing this lesson plan your school has a safeguard on web sites that may be inappropriate to students.**

T.O.T.E. Lesson Plan Format

Special Education: Grade Level 3
Cross-Categorical – Specifically MR
Topic: Teaching with Technology
"Valentine's Day Cards"

This lesson was designed to be a team-teaching approach with another special education teacher, Mrs. Farrar and I chose to collaboratively teach students diagnosed with mental retardation and other health impairments. This lesson is part of a weeklong unit near Valentine's Day where students can use computer technology to create Valentine cards for their peers. Students will distribute the cards during the Valentine party at the end of the week. Mrs. Farrar has instructed the students using a systematic approach to use Print Shop Deluxe software to find and create a Valentine card. Before our lesson, the students also used word processing software to create a class list.

Lesson Objective: As a special education student, he/she will effectively use, with minimal assistance, various forms of computer technology including word processing, graphic design, printing and manipulation of the keyboard and mouse to generate a Valentine Card for peers.

Pre-test: Ask students to orally and kinesthetically recall the parts of the computer. Students must also locate the Valentine Card they created and saved.

Operate:

1. Remind students of the rules in the computer lab.
2. Do a "Seat Check" and remind students to sit up in their chairs and place feet on the floor. Students may need a footrest or a pillow wedge in behind them.
3. Help the students locate the previously saved Valentine card they created with Mrs. Farrar the day before.
4. Demonstrate for the students how to print a card. Allow students to print enough copies of the card for each class member.
5. Provide markers/crayons and allow time for the students to color their cards.
6. Demonstrate and assist students in folding their cards.

7. Provide name labels for students to attach to their Valentines for easy distribution at the party.

8. Demonstrate and assist students in logging off the computer.

9. Return to the classroom.

Test Again: Ask the students to describe orally the steps they took to complete their card using first, next, then and last.

Arizona Standards

Functional Level Standards: Language Arts; Standard 2: Writing

W-FS2. Write the 26 letters of the alphabet.
- PO1. Mark on paper within boundaries.
- PO2. Copy letters (using computer keyboard, or print)
- PO3. Produce letters spontaneously (e.g. using computer keyboards, or print)

W-FS3. Write simple words and numbers.
- PO1. Print first and last name from model.

W-FS4. Relate a narrative, creative story or other communication by drawing, telling, or writing.
- PO1. Make lists.

Technology Standards; Standard 1

Readiness:

- Use basic technology vocabulary referring to computer hardware, software, printer, monitor, disk drives, mouse and keyboards.
- Perform basic computer operations including inserting and removing diskettes.
- Select and use learning activities on the computer.
- Be familiar with the keyboard, mouse and control keys
- Start and exit computer programs

Self-Determination and Life Skills

Technology is an important part of today's world. Students must be equipped with knowledge and skills to use various types of technology, including computers, before leaving school. These skills will enable them to be more marketable, and more independent.

Teacher Actions

The teacher will assist students with computer technology in the computer lab.

Expected Learner Actions

Students will gain knowledge about Print Shop graphics software; thereby producing a computer generated Valentine card to be distributed to peers.

Assessment

The measurement of this objective can be determined by teacher observations in the computer lab and the student's finished product.

EDUCATIONAL TECHNOLOGY

Objective: Using technology to establish a cooperative learning group for promoting positive social interaction with non-disabled peers and participate in a computer activity as independently as possible.

AZ Standards:

7WP-F2 Use technology to access information, demonstrating basic computer skills.

PO 1. Define/discuss/give examples of technology

PO 2. Operate developmentally appropriate technologies to access information

Disability: Students with other health impairments

Grade: 1 – 3

Teacher Actions: Use step by step instruction, encourage students to do as much as possible independently. Encourage students to problem solve together.

Expected Learner Actions: Learn to take turns, work cooperatively with peers, work independently and problem solve.

Materials: Computer, Print Shop software, communication device, slant board

Focused Question:

How many students have a computer at home?

How many students have a program in their computer that can make cards for special days or for someone special?

Explanation:

Today we will be learning how to make cards using the computer. I will begin by using the main computer going step by step through the program. You will also be going step by step along with me. Then we will exit (get out of the program) and then you will have to get back into the program to make your card. READY?

Demonstration:

(PRIOR TO STUDENTS USING THE COMPUTER A SEAT CHECK WILL ALWAYS BE DONE!)

Class it is now time to do a seat check

1. Are you sitting straight? Students reply with (check or hold up a check)

2. Are your feet on the floor? Students reply with (Check or hold up a check)
3. Eyes level with the monitor? Students reply with (Check or hold up a check)
4. Arms supported? Students reply with (Check or hold up a check)

Show 'em

Is everyone ready?

1. Select Hard Drive Click
2. Select Hardware eval Click
3. Select Print Shop Click
4. Select Greeting Card
   With side fold Click
5. Scroll Select Valentine Click
6. Valentine picture will appear
7. Select object hold select textbox
8. Type "Happy Valentine's Day"
9. Go to bottom of screen select inside click
10. Inside of card will appear
11. Select object hold and select textbox
12. Type name
13. To insert picture, select object hold and select square graph
14. Insert whatever picture you want on the card.
    Now your card has been made.

let 'em

Escape out of program and then each student will be given the opportunity to take turns getting in the program with the help of peers, using the above steps for each student to make their own card.

Make 'em

This is a co-teaching lesson plan. Due to time limit of 15 minutes and the use of one computer fully accessible for students to manipulate hands on, the co-teacher will teach the second part of this lesson.

Work cited

Bos, C., & Vaughn, C. (1998). Strategies for teaching students with learning and behavior problems Chapter 10. Brett, Arlene Ph.D., Educational Technology.

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